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1999-2001 Graduate Catalog



Montclair State University

Location:

200-acre campus, at the intersection of Valley Road and Normal Avenue, Upper Montclair, New Jersey (Essex County), one mile south of intersection of Valley Road and Route 46. Main entrance on Normal Avenue.

Degrees Offered:

Doctor of Education, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Education, Master of Fine Arts, Master of Science, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science.

Facilities:

Eleven major academic buildings, student center building, library, gymnasium with pool and fitness center, playing fields, administration building, Yogi Bera Stadium and Museum, and Floyd Hall Ice Arena, and housing for approximately 2,100 students in residence halls and apartments. The Science Hall is scheduled for completion, fall 1999.

Telephone Numbers:

Graduate School Office	(973) 655-5147
	(800) 331-9207
Montclair State Main Numbers	(973) 655-4000
	(800) 624-7780
Financial Aid	(973) 655-4461
Registrar	(973) 655-4376
Student Accounts	(973) 655-4105

For other telephone numbers, see Directory (Graduate Advisors, Certificate/Certification Advisors, and Chairpersons/Directors) in the back of this catalog.

Tuition and Fees*: (per semester hour of credit)

Graduate Students: New Jersey Resident	\$238.10
Graduate Students: Non-Resident of New Jersey	\$313.10
MBA Students: New Jersey Residents	\$243.10
MBA Students: Non-Resident of New Jersey	\$318.10
MFA Students: New Jersey Residents	\$263.10
MFA Students: Non-Resident of New Jersey	\$343.10
Doctoral Students: New Jersey Resident	\$273.10
Doctoral Students: Non-Resident of New Jersey	\$358.10

* *Tuition and fees are subject to change without prior notice by action of the Montclair State University Board of Trustees.*

Web Addresses:

Montclair State University: www.montclair.edu/

Graduate School: www.montclair.edu/pages/gradschool/graduate.html

Montclair State University is an Equal Opportunity/Affirmative Action Institution. In compliance with relevant federal and state civil rights legislation, the University does not discriminate on the basis of gender, race, color, religion, national origin, age, sexual orientation, or physical capability in the operation of its educational program or activities: admission, access to programs and course offerings, competitive and intramural athletics, counseling, student and other employment, use of facilities, and University sponsored extracurricular activities. Inquires relating to equal opportunity/affirmative action issues may be directed to the offices of Legal Affairs and Governmental Relations or Student Development and Campus Life.

The Graduate Catalog of Montclair State University is published biennially and presents announcements of general information, general academic regulations, and the academic program extant at the date of publication. The University reserves the right to change any of its announcements, regulations or requirements at any time without notice or obligation. The Office of the Provost and Vice President for Academic Affairs is responsible for the preparation of the content of this publication.



Graduate Catalog 1999 - 2001

MONTCLAIR STATE UNIVERSITY
UPPER MONTCLAIR, NJ 07043

June 1999

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GRADUATE DEGREES OFFERED**

DOCTOR OF EDUCATION

Education

*Pedagogy/Mathematics Education

*Pedagogy/Philosophy for Children

MASTER OF ARTS

Administration and Supervision

*Educator Trainer (Training Personnel)

Applied Linguistics

Applied Sociology

Business Education

Communication Sciences and Disorders

*Early Childhood Special Education

*Learning Disabilities

*Speech-Language Pathology

Counseling, Human Services and Guidance

*Human Services

Educational Psychology

*Child/Adolescent Clinical Psychology

*Clinical Psychology for Spanish-English Bilinguals

English

Environmental Studies

*Environmental Education

*Environmental Health

*Environmental Management

*Environmental Science

Fine Arts

*Art History

*Studio

French

Health Education

Human Ecology

*Family Life Education

*Family Relations/Child Development

*Home Economics Education

*Home Management/Consumer Economics

*Nutrition Education

Legal Studies

*Dispute Resolution

*Legal Management, Information, and Technology

* *Area of Concentration*

** *Please refer to the index for page numbers on specific programs.*

Music

- *Music Education
- *Music Therapy
- *Performance
- *Theory Composition

Physical Education

- *Coaching and Sports Administration
- *Exercise Sciences
- *Teaching and Supervision of Physical Education

Psychology

- *Industrial and Organizational Psychology

Reading

Social Sciences

- *Anthropology
- *Economics
- *History

Spanish

Speech and Theatre

- *Communication Arts
- *Theatre

Technology Education

MASTER OF ARTS IN TEACHING

Teaching

- *Teaching Middle School Philosophy

MASTER OF BUSINESS ADMINISTRATION

Business Administration

- *Accounting
- *Business Economics
- *Finance
- *International Business
- *Management
- *Management Information Systems
- *Marketing

MASTER OF EDUCATION

Education

- *Critical Thinking
- *Philosophy for Children

MASTER OF FINE ARTS

Studio Art

* *Area of Concentration*

** *Please refer to the index for page numbers on specific programs.*

MASTER OF SCIENCE

Accounting

Biology

*Biology Science Education

Chemistry

Computer Science

*Applied Mathematics

*Applied Statistics

*Informatics

Geoscience

Mathematics

*Computer Science

*Mathematics Education

*Pure and Applied Mathematics

*Statistics

Statistics

BACHELOR OF ARTS/MASTER OF ARTS

Practical Anthropology

* *Area of Concentration*

** *Please refer to the index for page numbers on specific programs.*



ACADEMIC CALENDAR*

1999-2000

Fall Semester 1999

Opening Day (No Classes)	Wednesday, September 1
Classes Begin	Thursday, September 2 (Friday, September 10 for Weekend College)
Labor Day Holiday (No Classes)	Saturday-Monday, September 4-6
University Day (No Classes)	Wednesday, October 27
Thanksgiving Holiday (No Classes)	Thursday - Sunday, November 25-28
Classes End	Tuesday, December 14
Tuesday Designated As A Wednesday	Tuesday, December 14
Reading Day (NoClasses)	Wednesday, December 15
Examination Period	Thursday-Wednesday, December 16-22
End of Semester	Wednesday, December 22

Spring Semester 2000

Martin Luther King Holiday (No Classes)	Monday, January 17
Classes Begin	Tuesday, January 18
Spring Recess (No Classes)	Monday-Sunday, March 6-12
University Day (No Classes)	Wednesday, March 22
Easter Holiday (No Classes)	Friday-Sunday, April 21-23
Tuesday Designated As A Friday	Tuesday, May 2 (Except Weekend College)
Classes End	Wednesday, May 3
Reading Days (No Classes)	Thursday-Monday, May 4-8
Examination Period	Tuesday-Monday, May 9-15
End of Semester	Monday, May 15
Commencement	Tuesday, May 16 (or later)

Summer Sessions 2000

Pre-Session (No Friday Classes)	Tuesday, May 30-Thursday, June 15 (11 sessions)
Saturday Classes	Saturday, June 3-August 5 (10 sessions)
Eight-Week Session (No Friday Classes)	Monday, June 12-Thursday, August 3
Six-Week Session (No Friday Classes)	Monday, June 26-Thursday, August 3
Independence Day Holiday (No Classes)	Tuesday, July 4
Post-Session (No Friday Classes; Steam Shutdown)	Monday, August 7-Thursday, August 24 (12 sessions)

*Montclair State University reserves the right to modify this calendar. Please refer to the current semester Schedule of Courses booklet for the most recent published calendar information.

ACADEMIC CALENDAR*

2000-2001

Fall Semester 2000

Opening Day (No Classes)	Friday, September 1
Labor Day Holiday (No Classes)	Saturday-Monday, September 2-4
Classes Begin	Tuesday, September 5 (Friday, September 8 for Weekend College)
University Day (No Classes)	Wednesday, October 25
Thanksgiving Holiday (No Classes)	Thursday-Sunday, November 23-26
Tuesday Designated As A Friday	Tuesday, December 12 (Except Weekend College)
Classes End	Thursday, December 14
Reading Day (No Classes)	Friday, December 15
Examination Period	Saturday-Friday, December 16-22
End of Semester	Friday, December 22

Spring Semester 2001

Martin Luther King Holiday (No Classes)	Monday, January 15
Classes Begin	Tuesday, January 16
Spring Recess (No Classes)	Monday-Sunday, March 5-11
University Day (No Classes)	Wednesday, March 21
Easter Holiday (No Classes)	Friday-Sunday, April 13-15
Tuesday Designated As A Friday	Tuesday, May 1 (Except Weekend College)
Classes End	Wednesday, May 2
Reading Days (No Classes)	Thursday-Monday, May 3-7
Examination Period	Tuesday - Monday, May 8-14
End of Semester	Monday, May 14
Commencement	Tuesday, May 15 (or later)

Summer Sessions 2001

Pre-Session (No Friday Classes)	Tuesday, May 29-Thursday, June 14 (11 sessions)
Saturday Classes	Saturday, June 2-August 4 (10 sessions)
Eight-Week Session (No Friday Classes)	Monday, June 11-Thursday, August 2
Six-Week Session (No Friday Classes)	Monday, June 25-Thursday, August 2
Independence Day Holiday (No Classes)	Wednesday, July 4
Post-Session (No Friday Classes; Steam Shutdown)	Monday, August 6-Thursday August 23 (12 sessions)

*Montclair State University reserves the right to modify this calendar. Please refer to the current semester Schedule of Courses booklet for the most recent published calendar information.



ABOUT MONTCLAIR STATE UNIVERSITY

From its founding in 1908, the history of Montclair State University has been one of change, growth and distinction. Established as a Normal School in 1908 in response to the growing demand for professionally trained teachers, the institution became Montclair State Teachers College in 1927, dedicated to the education of secondary school teachers through a four year Bachelor of Arts degree program. Part-time, extension and summer courses were added to meet the professional needs of teachers, and in 1932 Montclair was authorized to offer the master's degree. With its strong emphasis on the liberal arts and sciences, Montclair in 1937 became one of the first teachers' colleges accredited by the Middle States Association of Colleges and Schools. Responding to rapid enrollment growth in the late forties and fifties with an expanded curriculum and faculty, the campus became Montclair State College in 1958 and a comprehensive, multi-purpose institution in 1966. Based on the strengths of its academic programs and faculty and the commitment to excellence in instruction and research, it became Montclair State University in 1994. The University is now offering its first doctoral program, an Ed.D. in Pedagogy, for those educators who are committed to models of teaching excellence.

With an enrollment of about 13,000 students, MSU is New Jersey's only public teaching university. It offers 44 undergraduate majors, 35 graduate majors and numerous interdisciplinary programs, minors and concentrations through three colleges and two schools: College of Education and Human Services, College of Humanities and Social Sciences, College of Science and Mathematics, School of the Arts, and School of Business. Montclair is unique among institutions in its sector in maintaining a Classics and General Humanities department and a Linguistics department, and its program in Music Therapy is also exceptional. The Honors Program provides an interdisciplinary curriculum to meet the intellectual needs of academically superior students, while the Global Education Center helps arrange student and faculty exchanges, scholarly visits, conferences and seminars that promote a greater global awareness. The Institute for the Advancement of Philosophy for Children attracts scholars from around the world to learn about the application of logical thinking to the elementary school classroom, while Project THISTLE (Thinking Skills in Teaching and Learning) improves the basic skills of urban college-bound students by working with teachers in the Newark public schools. Montclair State University has partnerships with twenty school districts through the New Jersey Network for Educational Renewal, and three professional development schools. The University's programs for educators are affiliated with the Holmes Partnership, John Goodlad's Teacher Education in a Democracy programs and the National Education Associations's Teacher Education Initiative—all designed to further renew schools and the education of educators.

As a Center of Excellence in the Fine and Performing Arts, Montclair offers an extraordinary range of opportunities for performing arts students at the graduate, as well as the undergraduate level, to work with world class musicians, artists, dancers and actors in a program that combines professional training with career entry. The Institute for Critical Thinking has been recognized as a national model for faculty and curriculum development, offering workshops, seminars, colloquia and other collaborative projects designed to explore both the theoretical aspects of critical thinking and their implications for teaching and learning at all levels.

With a strong commitment to public service, Montclair State University offers a variety of noncredit programs in addition to the many individual contributions of its faculty and staff. Over 1,200 academically gifted students from grades 1 through 9 take part in

advanced instructional programs offered weekends on campus, while close to 500 musically talented youngsters receive instruction through the Music Preparatory division each year. The School of Conservation, a 240 acre facility in Stokes State Forest, is one of the largest university operated environmental education centers in the world, providing two- to five-day programs for about 10,000 elementary and secondary school students from around the state. The Psychoeducational Center provides special services to children with learning, speech, language and other disabilities, while the Center for Continuing Education offers a variety of programs including English as a Second Language instruction, career and professional training for industrial and sales workers, managers, hospital and nursing home staff, and nonprofit organizations. The Nicholas Martini Center for Public Policy provides opportunities for faculty to apply their research skills to pressing issues of community concern while the College of Science and Mathematics' Faculty Consulting Service matches faculty expertise in mathematical, scientific and technical areas to industrial, educational, or community problems. The School of Business works with local businesses and agencies to provide opportunities for staff development and the timely discussion of issues related to the business community through a variety of centers and institutions. The Institute for the Humanities offers workshops and seminars to secondary school faculty and students around the state, and the New Jersey School of the Arts provides additional opportunities throughout the year for gifted high school students to study art, music, dance, theatre, and creative writing on campus.

Montclair State is a vital and forward-looking university, proud of its heritage and prepared to respond to the challenges and opportunities that lie ahead. As a result of the strength of its faculty and the comprehensiveness of its programs, Montclair will remain a major contributor to the cultural and educational life of the region it serves.

ACCREDITATIONS AND MEMBERSHIPS

Montclair State University is accredited by the Middle States Association of Colleges and Schools. In addition, the National Council for the Accreditation of Teacher Education has granted accreditation for the preparation of elementary and secondary school teachers as well as administrative and school service personnel. Those programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Other academic accreditations include the American Association of Family and Consumer Sciences, American Dietetic Association (Department of Human Ecology, College of Education and Human Services), American Speech-Language-Hearing Association (Department of Communication Sciences and Disorders, College of Humanities and Social Sciences), National Association of Schools of Art and Design (Department of Fine Arts, School of the Arts), National Association of Schools of Dance (Department of Theatre and Dance, School of the Arts), National Association of Schools of Music (Department of Music, School of the Arts), National Association of Schools of Theatre (Department of Theatre and Dance, School of the Arts), and National Recreation and Park Association (Department of Health Professions, Physical Education, Recreation, and Leisure Studies, College of Education and Human Services). The undergraduate concentration in Professional Computing offered by the Department of Computer Science, College of Science and Mathematics, is accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB). In

addition, the Master of Arts degree program in Communication Sciences and Disorders, concentration in Speech-Language pathology, offered by the Department of Communication Sciences and Disorders, College of Humanities and Social Sciences, has been approved for the preparation of professional personnel in Special Education by The Council for Exceptional Children; the undergraduate minor in Paralegal Studies offered by the Department of Legal Studies, College of Humanities and Social Sciences, has been approved by the American Bar Association; programs offered by the Department of Chemistry and Biochemistry, College of Science and Mathematics, have been approved by the American Chemical Society; and the undergraduate program in Music Therapy offered by the Department of Music, School of the Arts, has been approved by the National Association for Music Therapy.

Montclair State University is a member of the AACSB-The International Association for Management Education, American Association of Colleges for Teacher Education, American Association of State Colleges and Universities, American Council on Education, Association of American Colleges, Association for Gerontology in Higher Education, Council of Graduate Schools in the United States, National Association of State Universities and Land-Grant Colleges, National Network for Educational Renewal and the Holmes Partnership, New Jersey Association of Colleges and Universities, New Jersey Association of Colleges for Teacher Education, North American Association of Summer Sessions, and Northeastern Association of Graduate Schools. Women graduates of Montclair State are accepted for membership in the American Association of University Women.

ACADEMIC ORGANIZATION

Montclair State University is organized into three colleges and two schools. Graduate programs are offered through the College of Education and Human Services, College of Humanities and Social Sciences, College of Science and Mathematics, the School of the Arts and the School of Business.

Reporting to the Provost, the Dean of the Graduate School works with the Graduate Council, the academic deans, colleges and schools, and departments in the development, promotion and review of graduate programs; the recruitment, admission, matriculation and advisement of graduate students; and the administration of programs that enhance the quality of graduate education, including the appointment of 130 Graduate Assistants.

The Graduate Council is the primary all-university body for the development of graduate policy and curriculum advisement. Its decisions and recommendations are made through the Graduate Dean to the Provost. Consistent with policies established by the Board of Trustees, the Graduate Council:

- (1) recommends general graduate admission requirements,
- (2) recommends guidelines for the admission of students to graduate programs,
- (3) recommends guidelines for the admission of faculty to graduate faculty status,
- (4) reviews and makes recommendations about new graduate programs, concentrations or any revisions in graduate programs,
- (5) initiates discussions on and/or reacts to any and all matters affecting graduate faculty, students and programs.

HUMAN RELATIONS STATEMENT ON CAMPUS CLIMATE FOR CIVILITY AND HUMAN DIGNITY

Montclair State University recognizes its responsibility to foster an atmosphere of respect, understanding and good will among all individuals and groups, with special sensitivity to those most likely to be subjected to disrespect, abuse and misunderstanding because of their race, ethnicity, religion, gender, sexual preference, age or disabling condition.

The goal is to create an unbiased community where all individuals feel free to express themselves in ways that are appropriate in a multi-ethnic and multicultural society, and to pursue their work and study in an atmosphere which values individuality and diversity.

Underlying this statement is a respect for differences of opinion and freedom of speech. We must be diligent, however, to assure that differences do not degenerate into name-calling or insulting of individuals or groups. Such behavior can be destructive of courtesy and civility and endangers the environment needed for engaging in productive dialogue.

Montclair State condemns any behavior which devalues persons and endangers the learning and work environment. Such acts include, but are not limited to, threats or acts of physical violence, verbal abuse, harassment, and discrimination.

Montclair State encourages the practice of this human relations statement in every aspect of campus life.

SMOKING REGULATION

Montclair State University is subject to NJSA 26:3D-15 through 21 on smoking in public places (Health and Vital Statistics). In compliance with this law, the President approved a revised smoking regulation which was endorsed by the Senate on October 27, 1993 upon the recommendation of the ad hoc Smoking Cessation Committee. The regulation prohibits the smoking or carrying of lighted cigars, cigarettes, pipes, or any matter or substance which contains tobacco in all indoor spaces on the Montclair State campus.

Indoor smoking is permitted only in private, fully-enclosed student residence hall rooms. If the room is jointly occupied, smoking is permitted only by consensus of all individuals occupying the room.

Any member of the campus community may ask an individual to comply with the provisions of this regulation or may file a complaint with Campus Safety and Security, who may issue a summons. Any individual who fails to comply is subject to a fine as determined by the local court where the summons is filed.

COLLEGES AND SCHOOLS OF THE UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES

Dean: Nicholas M. Michelli, Ed.D.

The College of Education and Human Services includes six departments, each of which offers the Master of Arts or Master of Education degree in a variety of fields leading to and strengthening skills needed for professional careers in private industry, government agencies, non-profit organizations, and public and non-public schools. In addition, the Center of Pedagogy houses the Doctor of Education (Ed.D.) degree. The Master of Education is housed in the department of Curriculum and Teaching. The Master of Education, with concentrations in Critical Thinking and Philosophy for Children, is housed in the department of Educational Foundations.

The College has responsibility for coordinating the non-degree post-baccalaureate teacher certification program. A Master of Arts in Teaching (M.A.T.) program is also available to those seeking initial certification. The College has a commitment to offering graduate programs to urban school personnel through Project THISTLE, and provides a sequence of courses required for Substance Awareness Coordinator Certification.

Arrangements can be made to offer graduate programs to employees of public schools and other organizations on site.

Centers, departments, programs, and concentrations within the College are:

Center of Pedagogy

Pedagogy (Ed.D)

Counseling, Human Development and Educational Leadership

Counseling, Human Services and Guidance (MA)

Human Services*

Administration and Supervision (MA) (Required for Principal Certification)

Educator Trainer (Training Personnel)*

Certification Programs for: School Administrator (Superintendent), Supervisor, School Business Administrator, School Social Worker, Student Personnel Services (Guidance Counselor), Substance Awareness Coordinator eligibility

Curriculum and Teaching

Master of Arts in Teaching (MAT)

Teaching Middle School Philosophy*

Master of Education (MEd)

Post-baccalaureate Certification

Technology Education (MA)

Educational Foundations

Master of Education (MEd)

Critical Thinking*

Philosophy for Children*

Philosophy for Children Specialization within the Ed.D. in Pedagogy

Health Professions, Physical Education, Recreation and Leisure Studies

Health Education (MA)

Physical Education (MA)

Coaching and Sports Administration*

Exercise Sciences*

Teaching and Supervision of Physical Education*

Human Ecology

Human Ecology (MA)

Family Life Education*

Family Relations/Child Development*

Home Economics Education*

Home Management/Consumer Economics*

Nutrition Education*

Reading and Educational Media

Reading (MA)

Certification Programs for: Media Specialist, Reading Specialist

**Area of Concentration*

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Dean: Rachel Fordyce, Ph.D.

Graduate programs in the College of Humanities and Social Sciences are designed to accomplish four objectives:

- (1) to provide the opportunity for students to acquire advanced knowledge in one of its major areas of instruction;
- (2) to acquaint students with the interrelatedness of the various fields within the Humanities and Social Sciences as well as their relationship to other disciplines;
- (3) to familiarize students with the particular methodologies of their field;
- (4) to provide students with the background to do creative and independent work and research during and after their graduate career.

The College of Humanities and Social Sciences comprises a number of disciplines, the boundaries of which are constantly changing and expanding. At the same time, research within the disciplines is becoming more specialized. The necessity for constant study, therefore, impact upon everyone involved in these areas whether he or she works in education, government, industry, or the professions.

The departments within the College of Humanities and Social Sciences provide programs in various fields and offer advanced courses for teachers who wish to enhance their preparedness for specialized secondary school subjects.

All of the programs provide excellent preparation for those wishing to go on for degrees at the doctoral level.

Departments, programs, and concentrations within the College are:

Anthropology

- Practical Anthropology (BA/MA—Combined Bachelor and Master of Arts in Practical Anthropology)
- Social Sciences (MA)
- Anthropology*

Communication Sciences and Disorders

- Communication Sciences and Disorders (MA)
- Early Childhood Special Education*
- Learning Disabilities*
- Speech-Language Pathology*
- Post MA certification program in Learning Disabilities
- Post BA certification program in Special Education

English

- English (MA)

French

- French (MA)

History

- Social Sciences (MA)
- History*

Legal Studies

- Legal Studies (MA)
- Dispute Resolution*
- Legal Management, Information, and Technology*
- Post-Baccalaureate Paralegal Studies Certificate

Linguistics

- Applied Linguistics (MA)

Psychology

- Educational Psychology (MA)
- Child/Adolescent Clinical Psychology*
- Clinical Psychology for Spanish-English Bilinguals*
- Psychology (MA)
- Industrial and Organizational Psychology*
- School Psychology Certification

Sociology

- Applied Sociology (MA)

Spanish/Italian

- Spanish (MA)

**Area of Concentration*

COLLEGE OF SCIENCE AND MATHEMATICS

Dean: Vaughn Vandegrift, Ph.D.

The College of Science and Mathematics is strongly committed to graduate programs which provide a balance between theoretical and applied approaches to the study of advanced topics. Through interaction with dedicated faculty, graduate students have a unique opportunity to learn how mathematics, science and computing are performed and utilized to solve problems. Faculty consult with industry and do research in areas such as animal behavior, applied mathematics, biochemistry, botany, computer science, conducting polymers, entomology, environmental issues, immunology, microbiology, molecular biology, and statistics. Interactions with corporations in the insurance, petroleum, and pharmaceutical industries as well as with science, mathematics, and computer science educators and practitioners enrich classes and provide opportunities for the support of graduate students through research assistantships. Students are encouraged to pursue the thesis option as a logical conclusion of the pursuit of knowledge through research. Non-thesis alternatives are available in most programs. Graduate assistantships and scholarships are available on a limited basis for qualified students.

Modern laboratory equipment for research and teaching include Fourier Transform Infrared Spectroscopy, Fourier Transform Nuclear Magnetic Resonance Spectroscopy, x-ray diffraction, greenhouse, automated sequencer, animal facilities, digital exploration seismography, ground penetrating radar, resistivity survey equipment, Gas Chromatography-Mass Spectroscopy, High Performance Liquid Chromatography, Scanning Electron Microscopy, Transmission Electron Microscopy, and Ultracentrifugation. Since scientific computing has unique requirements, the College is continually enhancing its own local area computer network (SCInet). The network includes student access to UNIX based Sun servers and workstations, DEC VAXEN, IBM mainframes, PCs and Macs and Internet and World Wide Web.

The College contributes to the Ed.D. in Pedagogy by offering the specialization in Mathematics Education. The College also offers sixteen master's degree program options, including the Master of Arts in Teaching (MAT) program, to prepare students for careers in education, industry, government, and for future study in Ph.D. or professional programs.

Departments, programs and concentrations within the College are:

Biology and Molecular Biology

Biology (MS)

Biology Science Education*

Chemistry and Biochemistry

Chemistry (MS)

Computer Science

Computer Science (MS)

Applied Mathematics*

Applied Statistics*

Earth and Environmental Studies

Environmental Studies (MA)

Environmental Education*

Environmental Health*

Environmental Management*

Environmental Science*

Geoscience (MS)

Mathematical Sciences

Mathematics

Computer Science* (MS)

Mathematics Education* (MS)

Pure and Applied Mathematics* (MS)

Statistics* (MS)

Mathematics Education Specialization within the Ed.D. in Pedagogy

Statistics (MS)

**Area of Concentration*

SCHOOL OF THE ARTS

Dean: Geoffrey W. Newman, Ph.D.

Montclair State University is a designated center of excellence for the fine and performing arts. Its School of the Arts offers graduate programs in fine arts, music, speech, theatre, and communications. In addition, the School includes a Music Preparatory Division, which offers instruction to children from age 3 through high school, and the office of Theatrefest, Special Projects and Cultural Programming which presents major dance, music, theatrical, literary events, and an International Center for the Arts. The School also coordinates and supports three major art galleries.

The School of the Arts provides professional training and education for students seeking careers in the arts, education, public service, or management. The School presents cultural events and offers courses and experiences in the arts for the enrichment of campus and community life. The resources of the School are taken to the community in the form of theatrical productions, chamber music, dance concerts, lectures, and demonstrations. The School seeks to stimulate public interest and support for the arts and to encourage research, creative work, and experimentation in the arts.

Departments, programs, and concentrations within the School are:

Fine Arts

Fine Arts (MA)

Art History*

Studio*

Studio Art (MFA)

Music

Music (MA)

Music Education*

Music Therapy*

Performance*

Theory Composition*

Speech Communication

Speech and Theatre (MA)

Communication Arts*

Theatre and Dance

Speech and Theatre (MA)

Theatre*

**Area of Concentration*

SCHOOL OF BUSINESS

Dean: Alan Oppenheim, Ph.D. (Acting)

The School of Business is committed to several graduate programs which provide a balance between theoretical and applied approaches to the study of advanced topics. The Master of Science in Accounting, Master of Business Administration, Master of Arts in Business Education, and Master of Arts in Social Sciences concentration in Economics programs have specific goals and objectives to enable students to build on their background and to assist graduates to advance in their chosen careers.

Departments, programs, and concentrations within the School are:

Accounting, Law and Taxation

Accounting (MS)

Business Administration (MBA)

Accounting*

Economics and Finance

Business Administration (MBA)

Business Economics*

Finance*

Social Sciences (MA)

Economics*

Information and Decision Sciences

Business Administration (MBA)

Management Information Systems*

Business Education (MA)

Management

Business Administration (MBA)

Management*

Marketing

Business Administration (MBA)

International Business*

Marketing*

**Area of Concentration*

MASTER OF BUSINESS ADMINISTRATION

The goal of the Montclair MBA is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgments, and effectively implement chosen options. The program's structure emphasizes the development of analytical capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The program stresses the theoretical foundations of management-oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and practice builds a strong foundation for immediate application as well as post-graduate professional growth.

MASTER OF ARTS IN BUSINESS EDUCATION

The Master of Arts program in Business Education prepares teachers for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, the program design offers considerable flexibility enabling candidates to explore advanced areas of study in accordance with their own backgrounds, experiences, achievements, and professional aspirations. With careful course selection and planned use of the program's free electives, candidates may qualify for New Jersey certification in Administration and Supervision in Business Education and/or Cooperative Business Education.

MASTER OF ARTS IN SOCIAL SCIENCES: CONCENTRATION IN ECONOMICS

The Master of Arts in Social Sciences: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business-oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation, and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit.

MASTER OF SCIENCE IN ACCOUNTING

This program has a two-fold purpose: it is designed to meet the minimum education requirements to sit for the CPA examination in New Jersey; and it augments the broad range of technical skills needed to function as a professional accountant. The Master of Science in Accounting emphasizes both written and oral communication, quantitative skills, and critical thinking.

ACADEMIC FACILITIES

Montclair State is located on a 200-acre campus in Upper Montclair, New Jersey, 14 miles west of New York City. In addition to classrooms and studios, our facilities provide two modern theaters; a recital hall; a theater arts workshop; science and language laboratories; food laboratories; clothing laboratory in Human Ecology; auto and power, energy, metals, and plastics laboratories; human performance laboratory in Panzer School Center and on-campus housing for approximately 2,100 men and women.

The Science Hall, under construction for fall 1999 occupancy, is a 60,000 square foot building which will house the Department of Biology and Molecular Biology, the Health Careers Program, and the biochemistry component of the Department of Chemistry and Biochemistry. There are 11 teaching labs and 19 research labs, a roof-top greenhouse, a roof-top telescope, and the Sokol seminar room.

ACADEMIC TECHNOLOGY

Academic Technology is the group within Information Technology (IT) that is responsible for support of the academic program. The main office of Academic Technology is located in College Hall, Room CO-124. The service areas in Academic Technology include the following: Customer Assistance Group (CAG) (Computer HelpLine); Computer Assisted Learning Environment (CALE) (Computer Labs); Teaching and Learning Resources (T&LR) (formerly Media Center); Training.

The Customer Assistance Group can be reached at (973) 655-7971. They have been formed to further develop I.T.'s dialogue with the campus community while providing individual assistance with your computer problem, whether with hardware, software or access to the MSU Internet Service Provider. More information on the web at: <http://edtech1.edu/helpline/>

The Computer Assisted Learning Environment staffs and supervises all of the public access computer labs on campus. A listing of labs, hours of operation, and other information can be found on the web at: <http://edtech1.montclair.edu/labs/>

The Teaching and Learning Resources area is located in College Hall, Room CO-124. Graduate students may borrow a large variety of audiovisual equipment, and have thermal transparencies, photographic slides or photocopies made for them. Assistance on how to integrate computer technology into the instructional program is available to Graduate Assistants in the Faculty Technology Development lab which is part of this area. Scheduling and instruction on how to use the Distance Education room CO-310 is also done in this area. The Distance Education room can participate in 2-way audio and 2-way video transmissions via ISND or IDLS telephone lines or can be used as a satellite down site for both C and Ku transmissions. Advance reservations for equipment are suggested, but not necessary. Scheduling delivery, and operation of equipment in classrooms, requires a minimum of 2 days advance notice. More information on the web at: <http://edtech1.montclair.edu/t&l/r/>

The Training area takes an active approach to instruction, including project-centered computer training. Many services and forms of support are available in the program, including instructor-led training, self-study, semi-structured workshops and one-on-one sessions. More information on the web at: <http://edtech1.montclair.edu/training/>

COMPUTER SERVICES CENTER

The Computer Center (Information Technology), located in Room 106, College Hall, provides facilities and services for academic computing, administrative computing, telephone services and network services.

Students, faculty, and University staff are afforded the use of various computing environments, using several large DEC VAX systems, and other smaller computer systems. All students in good standing are provided the opportunity to maintain a user account on the central systems for the duration of their career at MSU. Resident students who have a properly configured PC may be connected to MSUnet from their room. RESnet users are requested to contact Information Technology for information on how to use this service. The services provided through this account include access to most of the major compiler languages (C, C++, FORTRAN, COBOL, LISP, PASCAL, ADA, etc.), statistical packages (SPSS, SAS, MINITAB, etc.), and a variety of other application software packages. All networked systems on the MSU campus (MSUnet) are also allowed access to the Internet. Network services provided include the campus fiber optic system, the internal building wiring, and the maintenance of the network equipment and software systems.

MSUnet provides full access to the Sprague Library card catalogue system from any connected system, access to any of the Local Area Networks (LANS) which are either Netware or Apple talk compatible, access to a variety of information sources through a large capacity CD-ROM server, and through World Wide Web (WWW) servers either on-campus or the thousands of other WWW servers anywhere on the Internet.

Information Technology also provides the facilities for telephones in the residence halls. All residents have access to the telephone system, using individual authorization codes, which allow for the preparation of individualized billing for each student.

CURRICULUM RESOURCE CENTER

Located in Chapin Hall, the Curriculum Resource Center houses a collection of educational materials for use by students, teachers, curriculum committees, and others interested in teaching resources. The Center's collection includes: textbooks, curriculum guides from New Jersey and schools across the nation, professional books, audio/video programs, activities and games. Also available for instruction and use in the Center are: computers, software, CD-ROM and laserdisc programs and a state-of-the-art "classroom of the future." Late afternoon hours are available for the convenience of graduate students and teachers. For further information, call (973) 655-5220.

GLOBAL EDUCATION CENTER

The Global Education Center at Montclair State University oversees all international endeavors on campus, plans new efforts and enhances international programs at the University. The Center encourages faculty to develop international expertise in their disciplines, teaching exchanges, travel programs and participation in international conferences. Through partnerships with international institutions, it assists in developing collaborative undergraduate and graduate programs. The Center provides opportunities for students to travel and study in every continent (except Antarctica) through semester-long study abroad programs, student exchanges, summer programs and study tours.

International scholars visiting MSU are housed in International Visitor Guest House which is administered by the Global Education Center.

The Center administers the International Student Cultural Exchange Corps. (ISCEC) that arranges presentations at schools, community organizations and MSU classes for international and exchange students.

The Center, located at 22 Normal Avenue, features a print and video library of international study programs and is open between 8:30 a.m. and 4:30 p.m.

INTERNATIONAL SERVICES

The Office of International Services (OIS) is responsible for the general growth, development, and welfare of all international students, scholars, and faculty on campus. The OIS provides advising on legal matters pertaining to Immigration and Naturalization Service (INS) regulations, and individual advising and workshops in the areas of adjustment to Montclair State University and the United States. In addition, orientation sessions are held twice each year for students and scholars, and immigration workshops are scheduled throughout the year. The OIS publishes *A Students' Guide to Immigration and Crossroads*, a newsletter for international students. Liaison services for students, faculty, and scholars with the U.S. State Department, the U.S. Immigration and Naturalization Service, and U.S. Embassies and Consulates also are provided. All new international students, scholars, and faculty should contact this office located at 22 Normal Avenue, (973) 655-4253, within the first two weeks of the semester for information.

LABORATORY AND SPECIAL FACILITIES

Well-equipped laboratories support research in the mathematical and natural sciences. The Psychoeducational Center and the Reading Center also provide learning opportunities for graduate students.

LIBRARY

The Harry A. Sprague Library provides a range of print, media, and electronic resources and offers many services to student, faculty, staff, and the public.

The collections of the Library contain more than 400,000 volumes, and materials in diverse formats such as microforms, video and audio cassettes, CDs and software. The Library subscribes to over 2,600 periodicals. The Library is a depository for US and NJ government documents that are available in print, microform, CD ROM, and on-line formats. The Library's home page provides access to LINC, the Library's online public access catalog (OPAC), and to other information about the Library's resources and services. Through the Library's home page, several on-line databases may be searched from any computer in the Library or on campus that is connected to the campus network. Other electronic databases are available on computers in the Reference area of the Library.

Librarians are available for assistance at the Reference Desk. Upon request by the faculty, orientation sessions and classes on research methodology and resources in a specific discipline are given by librarians. Students may request individual consultations regarding research papers or presentations.

Materials not held in the Library are obtained through interlibrary loan from other libraries. MSU students may borrow from the libraries of state colleges and universities in New Jersey and the New Jersey Institute of Technology by presenting their current validated MSU ID card. MSU students may consult materials in the libraries of Rutgers University and the University of Medicine and Dentistry of New Jersey.

Information Technology maintains a computer lab on the second floor of the Library that is used for word processing, electronic mail, accessing the Internet, and other computing needs.

A validated ID is needed to borrow materials from and use some of the services of the Library.

A faculty and graduate student study room is available for quiet study on the lower level of the Library.

Hours are posted in the Library, on the Library's home page, or call (973) 655-4298 for changes in opening hours for summer sessions, intersessions, holidays, and for inclement weather closings.

For more information, please call one of the numbers below:

General Library Information	(973) 655-4291
Library Hours	4298
Dean of Library Services	7667
Circulation and Reserve	4288
Computer Lab	7701
Government Documents	7145
Interlibrary Services	7143
Multimedia Resources	5119
Periodicals	5270
Reference and Information	4291
Sprague Library Home Page:	http://www.montclair.edu/Pages/Library/Library.html

MARINE SCIENCES CONSORTIUM

The facilities of the New Jersey Marine Sciences Consortium, including the field station and laboratories at Sandy Hook, are available to Montclair State students. The consortium sponsors an extensive summer program of regular and independent study courses in the marine sciences at the graduate level.

PSYCHOEDUCATIONAL CENTER

The Center has been designed to train graduate students in the areas of special education, learning disabilities, school psychology, speech-language pathology, and music therapy. It additionally serves the community by offering programs that suit the mutual needs of students and clients. The Center operates an assessment component, Communication Disorders Center, Demonstration Program, Jeffrey Dworkin Early Childhood Program, Music Therapy Clinic, and the Summer Intervention Program on campus.

READING AND STUDY SKILLS CENTER

The Reading And Study Skills Center, located in the southwest corner of College Hall, offers assistance to all students in studying from textbooks, developing flexibility of reading rate, and personal reading improvement. Diagnosis of reading and study skills, counseling, and tutoring are also available.

In addition to campus services available in the Reading and Study Skills Center (R&SSC), community needs are served by a reading clinic for ages 6 - 18. The R&SSC provides clinical and educational experiences for undergraduates and graduate students also.

TELEVISION CENTER

The DuMont Television Center functions as a support facility to the University and community. It serves as a laboratory for departments within MSU which instruct about television. The center assists with television services, including maintenance, repair, duplication of videotapes, advisement, consultation, video satellite viewing, distance learning, video teleconferences, and international standards conversion (VHS only). It also supports projects in television production for the university administration, instructional programs, students and co-curricular activities. Whenever possible, assistance is provided to the outside community.

The DuMont Television Center is located at the south end of Life Hall, room 117, telephone (973) 655-4341

ADMISSION AND MATRICULATION

To be admitted to graduate study at Montclair State University, an applicant must have a baccalaureate degree from an accredited college or university in the United States or its equivalent from a foreign institution of higher education. An applicant must also have an appropriate academic background for the program or degree desired. To be matriculated in a particular degree program, the applicant must submit all required credentials and receive an admissions decision issued by the Graduate School.

Applicants are evaluated on several criteria (e.g., grade point average, test scores, recommendations, interviews, essays and/or standardized portfolios, auditions) to enable the University to identify those students who demonstrate the greatest promise of scholarly achievement and ability to benefit from their proposed program of study.

To be admitted to the Teacher Education Program, applicants must meet separate criteria beyond those required for admission to graduate study. Instructional teaching certification may be gained exclusive of, or in conjunction with a degree program, and a post-certification degree program is also offered. (Please see "Teacher Certification, Post-Baccalaureate, Post Master of Arts Programs" in Index.)

Applications/Enrolling in Graduate Classes: For many programs, Montclair accepts applications on a rolling basis. However, a number of programs have fixed dates for the receipt of the application as well as all necessary credentials. Applicants should consult the current graduate application packet for specific information.

A maximum of six completed graduate credits (12 credits for the MFA) may be allowed for transfer to a degree program prior to attaining matriculated status. This six credit total includes all transfer credits and non-degree credits taken at Montclair. A student must meet all course prerequisites. Successful completion of these six semester hours does not guarantee admission into a degree or certification program.

Obtaining Graduate Admissions Information: Please contact The Graduate School, College Hall 203, (973) 655-5147 or (800) 331-9207; visit our "Request for Information" website at: <http://www.montclair.edu/Pages/GradSchool/submit.htm>; or e-mail: Graduate.School@Montclair.edu. The Graduate School office is open from 8:30 a.m.- 4:30 p.m., Monday through Friday. During fall and spring semesters, the office is open Thursday evenings until 7:00 p.m. These hours are subject to change.

When enrolling as a matriculated graduate student, it is critical that a student receive advisement prior to registering for courses. For graduate information and/or to be directed to the appropriate advisor check the Directory of Graduate Advisors in the back of this catalog.

GENERAL REQUIREMENTS

Transcript: Two copies of an official transcript must be submitted from each college and university attended. Exception: Montclair State University transcripts will be obtained by the Graduate School directly from the Office of the Registrar, upon signed authorization of the student on the graduate application.

Standardized Test Scores: The Graduate Record Examination (GRE) is required of all students applying for admission to a degree program, except: applicants to the MBA program who are required to take the Graduate Management Admission Test (GMAT); applicants to the Counseling area of the Department of Counseling, Human Development and Educational Leadership, to the M.A. in Fine Arts or the M.Ed. who are required to take the GRE or the Miller Analogies Test. Some departments also require a GRE subject test in the applicant's proposed field of study. GRE scores are not required of applicants to the M.F.A. in Studio Art, but a portfolio is required. Students should check the current graduate application packet for specific information.

Students should arrange to have official notification of their test scores sent directly to the Graduate School. Since it generally takes about six weeks for test scores to reach the University, students are advised to take the required test as soon as possible. Information regarding the GRE and the GMAT may be obtained from the Educational Testing Service, Princeton, New Jersey 08540, (609) 771-7670 or from the Office of Career Services at Montclair State, (973) 655-5194. For information about the Miller Analogies Test, contact The Psychological Corp., San Antonio, Texas 78204, (800) 622-3231. The following web page addresses may be useful: www.gmat.org; www.gre.org; www.hbtpc.com.

Recommendations: Recommendations from at least two persons who are qualified to evaluate the applicant's promise of academic achievement are required for admission to all degree programs, except the program leading to certification as a school psychologist which requires four recommendations and the doctoral program which requires three recommendations.

Statement of Objective: All students applying for admission are asked to provide a statement outlining their goals and purposes in the graduate study they wish to pursue.

Teaching Certificate: A copy of an applicant's teaching certificate(s) is required of all students seeking admission to a program leading to advanced certification or certification in an additional field.

Acceptance Procedure: Final action on an application cannot be taken until all supporting credentials have been received in the Graduate School. However, applicants whose transcripts show conferment of a bachelor's degree will be given permission to register on a non-degree basis for courses in some programs.

Applicants who meet the minimum standards for admission will be advised by letter to arrange a conference with the graduate advisor of the department in which the student wishes to study. The department advisor will evaluate the student's qualifications for acceptance into the program.

Matriculation: Students who are accepted into a degree program will be formally matriculated and given an official work program developed in conference with the graduate advisor. The student will receive official notification of matriculation from the Graduate School.

Deferred Matriculation: Applicants with marginal qualifications or inadequate preparation may be admitted to study on a conditional basis (deferred matriculation) with the understanding that eligibility for matriculation will be established in a manner prescribed by the department in which the student wishes to matriculate. Course work and other study undertaken to remedy the deficiency or to demonstrate the ability to do graduate-level work may be in addition to the regular program requirements.

Non-Degree Students: Individuals who have a baccalaureate degree and want to enroll in particular courses without reference to matriculation in any degree or certification program may apply for admission as non-degree students. However, MBA courses, as well as courses in some programs with fixed deadlines, are not available to non-degree students.

There are two classifications of non-degree: professional or general. The general non-degree classification is used for students who are not sure which graduate program to pursue but are interested in taking one or two classes. General non-degree students are eligible to take up to six credits of coursework. Students may only transfer a maximum of six credits of general non-degree coursework to a graduate degree program (12 credits for the MFA).

The professional non-degree classification is used for those students who are not interested in earning a graduate degree and belong to one of the following categories:

- seeking career advancement or professional development;
- satisfying accreditation/licensure requirements;
- applying for certification through the State of New Jersey;
- taking undergraduate courses to prepare for a graduate degree program; or
- taking courses for ADA certification, Music Therapy certification, or substance abuse coordinator.

Admission on a non-degree basis does not imply acceptance in or eligibility for matriculation in any degree program. A maximum of six graduate credits may be applied toward a degree program (12 credits for the MFA).

Admission of Veterans: Veterans seeking admission to a graduate program should apply to the Veterans Administration for a certificate of eligibility and entitlement well in advance of the registration date. These forms may be obtained at the Financial Aid Office located in College Hall, Room 321.

The Veterans Administration has established certain limitations, particularly with regard to changes in courses. It is therefore important that veterans clearly state their educational objectives on all appropriate forms.

To insure that the application is in order, and that the veteran has fulfilled the requirements of the GI bill, the veteran should report during registration to the Veterans' Counselor.

International Applicants: As proficiency in spoken and written English is prerequisite to graduate study at Montclair State, TOEFL (Test of English as a Foreign Language) scores are required for all applicants who have undergraduate degrees from institutions where English is not the native language. TOEFL is administered world-wide by the Educational Testing Service of Princeton, New Jersey. Scores from this test should reach the Graduate School no later than the program deadline. Please contact ETS or your local ETS representative for more information about the TOEFL. Additional information may also be found at the following web address: www.toefl.org

All international applicants must request a course-by-course evaluation from World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, USA, (212) 966-6311; www.wes.org. A copy of the report should be sent to the Graduate School at Montclair State University.

After arrival in the United States, it will be necessary for all non-citizens who have not earned a degree in the United States (or in an English speaking country) to take an English language proficiency test which is separate from the TOEFL. International students will be permitted to register only after results from this English test have been received.

Undergraduate Seniors in Graduate Courses: Montclair State University undergraduate seniors within 16 semester hours of completing baccalaureate degree requirements, who possess at least a 2.670 grade point average and have taken all required prerequisites, may apply to take up to 6 hours of 500 level coursework for either undergraduate or graduate credit or up to 6 hours of 400 level coursework for graduate credit, if prior permission is granted through the Graduate School.

Qualified undergraduates taking graduate courses for graduate credit must pay appropriate fees and tuition at the graduate student rates. Admission of an undergraduate to courses at the graduate level does not imply future acceptance into a graduate degree program.

Visiting Students: Graduate students matriculated at another college should consult the Schedule of Courses booklet for details on how to register for courses.

ACADEMIC POLICIES AND REGULATIONS

Policies and regulations governing graduate students at Montclair State University are found in a number of publications such as the Course Schedule Booklet and the Student Handbook. Some of the most relevant academic policies are listed here.

Course Load: Nine semester hours constitute a full-time course load. Graduate assistants are required to carry six semester hours for full-time status.

Course Numbering and Scheduling: Selected courses numbered from 400 through 499 are senior-graduate courses. They may be taken for graduate credit only with the permission of the graduate advisor in the student's major department and only to the extent approved by regulations governing graduate studies. At this time, no more than 25 percent of the courses for a master's program may be numbered from 400 through 499 with the exception of the Master of Arts in Teaching and English degree programs. Courses numbered below 400 are not acceptable for graduate credit.

Courses numbered 500 and above are open only to graduate students and last-term seniors with prior approval. Courses are scheduled in the late afternoon and evening during the fall and spring semesters for most programs. Summer Sessions graduate courses are scheduled in both the day and evening.

Prerequisite Courses: It is the student's responsibility to satisfactorily complete a prerequisite course before scheduling a dependent course.

Restrictions for Graduate Credit: No credit is granted toward the Master of Arts degree for certain 400 level courses which are required for instructional certification.

Courses taken ten or more years prior to the date of the student's matriculation will not be accepted for credit toward the master's degree, except upon recommendation to the Graduate School by the major department and the appropriate academic dean.

No more than six semester hours of credit may be allowed for courses completed at Montclair State prior to matriculation for the master's degree, except in special circumstances as approved by the Dean of the Graduate School.

No graduate credit is allowed for courses taken at other colleges while the student is enrolled at Montclair State unless the student obtains prior approval from the appropriate academic advisor. A form for this purpose is available in the Graduate School and should be completed well before the transfer credit is needed.

Credit is not allowed for courses taken on an audit basis.

It is the obligation of each student to ensure that no course undertaken for graduate credit duplicates a course previously taken by that student. Courses may not be taken more than once for credit regardless of any change in the course number or title.

Transfer Credit: A student may transfer up to six semester hours of graduate credit (12 credits for the MFA) previously earned at an accredited college or university toward a degree program at Montclair State University. The student must obtain approval from the department graduate advisor at the time of admission and from the Graduate School. These credits must not have been previously applied to any degree, or are not more than

ten (10) years old. This approval must be noted on the student's work program. Grades below B are not accepted for transfer credit, nor are courses below graduate level in the originating institution. Grades earned at other institutions are not included in the MSU cumulative grade point average.

Time Limit: Requirements for all master's degrees except the Master of Business Administration must be completed within six years from the date of matriculation unless there is an approved extension. In the case of the MBA, students must complete this program within eight years of the date of matriculation unless there is an approved extension. Written applications for extension will be reviewed and evaluated by the Graduate School on the basis of the student's progress toward the degree and in accordance with established graduate policy at the time of application. The Dean of the College/School involved will be consulted in reaching a decision.

Grades and Standards: Effective fall semester 1989 the grading system for graduate courses at the 500 level or above, shall include:

A	=	4.0	C+	=	2.3	IN	Incomplete
A-	=	3.7	C	=	2.0	WD	Withdrew
B+	=	3.3	C-	=	1.7	NC	No Credit
B	=	3.0	F	=	0.0	AU	Audit
B-	=	2.7				RF	Repeated "F" Course

Effective fall semester 1989, the grade "D" was eliminated as a possibility for graduate students in graduate courses.

The mark "F" signifies: (1) academic failure; (2) failure of the student to submit written notice of withdrawal; or (3) unofficial withdrawal after the mid-point in the semester. The mark "WD" is given to those who submit in writing their intention of withdrawing from a course before the midpoint of a semester.

The grade "IN" is intended to indicate that the student has not completed the course and that a grade is being withheld until the work is performed and approved. Students must enter into a formal contract with the faculty prior to the end of the semester, using the form available in the Office of the Registrar. The "IN" if not replaced with a final grade by May 1st for fall incompletes and December 1st for spring and summer, will become an "F". Exceptions can be granted only upon petition to the appropriate College/School Dean.

A change of grade request from other than an "IN" grade must be processed by faculty and approved by the appropriate College/School Dean no later than the end of the next full semester following the semester in which the grade was earned. For students completing degree and certification programs, all required course work must be completed by the appropriate conferment/graduation date. The instructor must submit the final grade to the Office of the Registrar no later than 30 days thereafter in order for the diploma/certificate to be awarded. No changes will be made to the academic record beyond 30 days of the conferment/graduation date. The only exception to this policy is for Incomplete grades in electives beyond the number of credits required for the degree or program which may be changed according to the time frames for Incompletes as outlined above.

For purposes of determining the grade point average (GPA) for graduation, academic probation and all other situations which require a specific GPA, Montclair State University maintains GPA's to three decimal places. No additional rounding will occur.

In order to qualify for the master's degree, a student must have a 3.000 grade point average within the major as well as a cumulative grade point average of 3.000 based upon a possible 4.0 system.

Graduate students who receive a grade of "F" are not permitted to repeat the course. The Dean of the Graduate School will have the discretion to make exceptions to this policy in special cases and extenuating circumstances. This policy became effective on September 1, 1997 and applies to all graduate students regardless of their date of entry to MSU.

If a course in which the student previously earned a grade of "C-" or higher at MSU is repeated at MSU (other than on an official Audit basis -- see section on Audit Policy) the second grade will be posted as "NC" (No Credit). It is the student's responsibility to ensure that his/her registration does not include ineligible courses.

Any student whose grades fall below 3.000 cumulative grade point average will be placed on academic probation. Failure to obtain the required average within the prescribed period of time leads to final review which may result in the termination of graduate studies. A student may appeal such action in writing to the Dean of the Graduate School.

An official record of the semester's credits and grades earned will be mailed to students with no financial obligations to the University following the close of each semester. Students may also access their grades by telephone through the Voice Response System.

Audit Policy: To "audit" a course at Montclair State University is to attend class regularly, without the obligation of participating in classroom discussions, laboratory work, examinations, performances, or any class activity other than listening. A course may be audited under the following conditions:

1. Students auditing a course are required to establish eligibility for admission, register, and pay full tuition and fees.
2. A course may be audited on a space-available basis only and requires approval and signature of the department chairperson.
3. Montclair State's attendance policy applies to audited courses.
4. Audited courses are considered as part of the student's regular course load.
5. Audited courses do not carry academic credit.
6. Any student electing the audit option must complete an "Audit Application" and return it to the Office of the Registrar **prior to the end of the third week of classes** for regularly scheduled courses or its equivalent for short term and summer courses. An "audit" may not be changed to "credit", nor a "credit" to "audit" after the first three weeks of the semester.
7. The student's record will show a grade of "AU" for the course if the instructor certifies that the regulations, including required attendance, have been met.
8. A student who has audited a course may take the course at a later date for credit.

Registration Procedure: All formally admitted graduate students who were registered at Montclair State University during a given semester and all newly admitted graduate students will automatically be eligible to participate in Registration for the immediately following semester. Returning students who are not currently enrolled must contact the Graduate School to determine registration eligibility.

Registration procedures, regulations, and deadlines may be obtained from the Office of the Registrar or from the semester's Schedule of Courses book. Newly admitted students will receive information on registration from the Graduate School.

GRADUATION REQUIREMENTS

Program of Study: A minimum of thirty-two semester hours of graduate credit is required in all departments. Additional hours may be required to satisfy prerequisites or special programmatic purposes.

Students are required to complete the curriculum prescribed in the University catalog in effect, or as reflected in the academic work program, when they matriculate. Graduate students are required to maintain a cumulative grade point average of 3.000 based upon a possible 4.000 system. Graduate students are also required to maintain a cumulative grade point average of 3.000 in the major. Inquiries pertaining to an individual's program of studies should be referred to the appropriate academic or faculty advisor. It is the student's responsibility to meet all graduation requirements.

Degree candidates are required to file an Application for Final Audit with the Office of the Registrar prior to the intended graduation date. All degree requirements must be completed by the respective graduation dates.

All students with the exception of MBA students must pass a comprehensive examination in their field, either oral or written or both with the approval of the graduate advisor and the Graduate School; a thesis may be substituted for all or part of the examination.

Candidates in many programs are also required to demonstrate their ability to execute and report on an independent research project or other creative production. This requirement may be satisfied in one of several ways: (1) a project report written in connection with a required departmental seminar, (2) a master's thesis or (3) the production of a creative project in the fine and performing arts or humanities. The option selected must have departmental approval.

A department may accept the master's thesis as equivalent to a required seminar and/or in lieu of all or part of the comprehensive examination.

Thesis: Those interested in writing a thesis must obtain a copy of the Thesis Guidelines from the Graduate School or their major department, and consult the graduate advisor before beginning any part of the process. Students are responsible for following these guidelines in selecting an advisor and a topic, registering, completing, and typing the thesis, defending, and applying for graduation. Form A - Approval for Writing a Master's Thesis must be signed by all parties concerned and the appropriate section turned in at the initial registration for thesis. There will be no registration for thesis or thesis extension without written permission.

Comprehensive Examination: The comprehensive examination is open only to fully matriculated students in good standing and is usually administered once in the fall semester and once in the spring semester. Students should check with their departmental graduate advisor to determine the date and time of the examination.

It is the student's responsibility to file the Notification for Comprehensive Examination form with the appropriate department at the beginning of the semester the examination is to take place. The form is available in the Graduate School or departmental offices.

Students who fail the departmental comprehensive examination are allowed to retake it twice but must reapply each time as described above.

Application for Final Audit: It is the student's responsibility to complete the curriculum prescribed in the University catalog, in effect, or as subsequently modified, when he/she matriculates.

Students who will be completing their curriculum requirements for degrees, teacher certification, or Post-BA certificates must file an Application for Final Audit in the Office of the Registrar. In order to be evaluated for completion of requirements, students must adhere to the following deadlines:

June 1 for the following January graduation

October 1 for the following May graduation

March 1 for the following August graduation

Prior to the final opportunity to change registration for the final semester, the student will be mailed a copy of the final audit listing requirements that must be completed in order to meet the intended date of graduation. Students should confirm receipt of their **Application for Final Audit** by the Office of the Registrar by consulting the list posted outside the office during the month immediately following the filing deadline.

Commencement and Diploma: Commencement exercises are held in the spring of each year. In addition to the May degree candidates, students who have earned degrees in the preceding January or August will be invited to participate in the spring commencement exercises.

Diplomas will be mailed to those students who are academically clear and have no outstanding financial obligations to the University beginning approximately three months after the date of conferment.

Certification (Teacher): Master's degree candidates and Post-BA certification candidates who have been evaluated through the Office of the Registrar for New Jersey certificates must complete an Application for Certification and pay the required fees (in person in the Office of the Registrar) during the following periods:

October 15 to November 15 for January graduation

March 15 to April 15 for May graduation

July 1 to August 1 for August graduation

There is a fee of \$50/\$60 (subject to change) for each certificate.

Certificates will be sent to students from the State Department of Education in Trenton approximately two months after the date of conferment.

New Jersey Teacher Testing Program: The New Jersey State Board of Education requires that applicants for most certificates pass the appropriate NTE or Praxis II test. Printed information about the test requirement is available by calling the New Jersey State Department of Education at (609) 292-2070. This information is also posted on the bulletin board outside room 103, Chapin Hall.

Other Certification: Students seeking certification through professional associations (e.g. American Dietetic Association, National Association of Music Therapy, Inc.) should apply directly to the appropriate association.

TUITION AND FEES*

All students who have a bachelor's degree are assessed graduate tuition and fees regardless of the level of the course. Montclair State University undergraduates with permission to begin graduate study pay graduate tuition for courses at the 400 level or above when they designate these courses for graduate credit.

Tuition: (per semester hour of credit)

Graduate Students: New Jersey Resident**	\$215.00
Graduate Students: Non-Resident of New Jersey	\$290.00
MBA Students: New Jersey Residents	\$220.00
MBA Students: Non-Resident of New Jersey	\$295.00
MFA Students: New Jersey Residents	\$240.00
MFA Students: Non-Resident of New Jersey	\$320.00
Doctoral Students: New Jersey Resident	\$250.00
Doctoral Students: Non-Resident of New Jersey	\$335.00

Fees:

Computer Technology Fee (per semester hour of credit)	\$ 3.10
Facilities Fee (per semester hour of credit)	\$ 4.00
General Service Fee (per semester hour of credit)	\$ 6.80
Student Union Building Fee (per semester hour of credit)	\$ 9.20
Late Registration Fee for all students who register after the regular registration period (non-refundable fee)	\$ 50.00
Late Payment/Confirmation Fee for any student who fails to make payment or confirm his/her schedule (financial aid students) by the due date of the bill (non-refundable fee)	\$ 50.00
Older Adult Program Fee (non-refundable)	\$ 25.00

Graduate students registering for applied music courses and private study in composition pay regular tuition and fees, plus \$300 per applied music course.

* *Tuition and fees are subject to change without prior notice by action of the Montclair State University Board of Trustees*

** *In order to qualify for the in-state tuition rate, the student, parent(s), or guardian(s) upon whom the student is financially dependent must be a bonafide domicile within the State for a continuous period of one year immediately prior thereto. (N.J.S.A. 18:62) All international students are considered as non-residents for tuition purposes, regardless of where they reside while attending Montclair State University. Any questions concerning the residency status should be directed to Student Accounts, Room 218C.*

Parking (decals purchased for the fall or spring semester are valid through the summer)

Automobiles and trucks (first vehicle registered)	\$35.00
(alternate vehicle registered)	\$18.00
Motorcycles (first motorcycle registered)	\$18.00
(alternate motorcycle registered)	\$ 9.00
Automobile and motorcycle (total)	\$44.00

Application for Graduate Admission (non-refundable fee)..... \$40.00

**Application for Admission to Doctoral program
(non-refundable fee) \$50.00**

Application for Certification (non-refundable fee)

Per each New Jersey Administrative, Educational Services or Instructional Certificate
(depending upon the specific certificate) \$50.00 or \$60.00

Transcripts (non-refundable fee)

Per copy (MSU undergraduate and graduate records for the same student are
considered one copy) \$ 3.00

Same day processing service is available at a charge of \$10 for the first copy and \$6
for each additional copy on that day.

Payment

Payment to Montclair State University may be in the form of cash (if paying in person
at the Cashier's Office), money order, personal or certified check, or by credit card
(Mastercard, VISA or Discover Card, \$50 is the minimum amount that may be
charged).

Checks and money orders are payable to Montclair State University.

Refund and Withdrawal

Withdrawal and refund dates are published in the schedule of courses book for the
fall and spring semesters and in the Summer Sessions catalog for the summer
sessions.

Upon withdrawal, tuition and fees will be refunded according to the schedule listed
below and on a course by course basis.

Tuition and fee charges are refunded in full if classes are discontinued
by University authorities.

100% refund if official student withdrawal is during the first week of classes
for full term courses and prior to the third class meeting for all
short term or mini courses.

50% refund if official student withdrawal is after first week but during first
third of course.

No Refund if official student withdrawal is after first third of course.

In computing refunds, the percentage of refund is based on the date on which the
Office of the Registrar receives written notice of withdrawal from the student (or
the date of the U.S. postmark for those received through the U.S. Mail) and not on
the circumstances which necessitate withdrawal.

No withdrawals are accepted after the midpoint of the course.

FINANCIAL AID

Several kinds of financial aid are available to graduate students who meet all admission requirements. Some of these sources provide an opportunity for desirable professional experience as well. Conditions for assistantships, loans and other financial aid are subject to change.

Graduate Assistantships: Graduate Assistants are expected to contribute an average of 15 hours per week during a 10-month academic year covering September 1 to June 30. They may be given teaching assignments or other duties which are directly associated with their department's educational responsibilities.

A stipend of \$5,000 plus waiver of all University-wide fees and tuition for all graduate level courses required to complete individual degree programs are included as part of the assistantship. Graduate Assistants are defined as full-time students if registered for at least 6 semester hours. The Registrar is authorized to certify this full-time status. Therefore, Graduate Assistants may not register for more than 12 semester hours per semester without written approval of the appropriate academic dean and the Graduate Dean. For an application, contact the Graduate School. Deadline for application is the end of February for the next academic year.

Graduate Assistants must be fully matriculated into a graduate degree program at Montclair State prior to their appointment and must maintain a satisfactory academic status while serving as a Graduate Assistant.

Resident Assistantships: Opportunities are available for graduate students to work as Residence Hall Directors (graduate interns). These graduate interns serve as directors for small residence halls for undergraduate students from June 15 to June 15 of the following year.

There is a monetary stipend plus room and board for the year and a tuition waiver.

Applications are available in March and when there is a vacancy. If any further information is required, you should contact the Office of Residence Life, fourth floor, Bohn Hall, (973) 655-5188 or (973) 655-5252.

We encourage graduate applicants who are accepted at Montclair State University in the fields of counseling, psychology, or communication, and with any prior experience as an undergraduate within Residence Life or student activities, to participate in our Residence Life Program.

The graduate assistants, as well as the full time residence hall director, play an important role in the administration of our residence hall program.

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The following programs are administered by the Office of Financial Aid. All inquiries should be directed to (973) 655-4461.

PROGRAM DESCRIPTIONS:

Federal Subsidized Stafford Loan: Montclair State University participates in the William D. Ford Federal Direct Loan Program. This loan program is administered by the University; the federal government lends directly to students. Applicants must demonstrate financial need. The maximum amount of a subsidized loan is limited to \$8,500 annually for fully matriculated Masters' candidates and \$5,500 for deferred Masters' candidates and Teacher Certification candidates. In addition, students eligible for the interest subsidy from the federal government may also receive an unsubsidized Stafford Loan to equal \$18,500 for Masters' candidates (but not more than the cost of attendance) and \$10,500 for deferred matriculated Masters' and Teacher Certification candidates. There is no interest charged while attending Montclair State, but it is charged at the time of repayment. The interest rate is variable, but is capped at 8.25%. Repayment is deferred during at least half-time enrollment. The student is permitted one, six-month grace period once half-time enrollment is discontinued or terminated.

Federal Unsubsidized Stafford Loans: These loans are available to students who do not meet the eligibility criteria for the Federal interest subsidy. Masters' candidates are eligible for combined subsidized and unsubsidized loan of \$18,500 annually but not higher than the estimated Cost of Attendance (about \$16,500 for full-time students). Masters' candidates who are not fully matriculated and/or Teacher Certification candidates are eligible for a maximum combined subsidized and unsubsidized Stafford of \$10,500 annually. Interest accrues while the student is in attendance. The interest rate is variable, capped at 8.25%. Repayment of principal is the same as the subsidized Stafford loans.

New Jersey College Loans to Assist State Students (NJCLASS): NJCLASS is a loan program administered by the New Jersey Higher Education Assistance Authority (NJHEAA) which also acts as a lender. Students may borrow up to the COST OF ATTENDANCE in this Loan Program. Credit history is considered for eligibility. A co-signer may be required. Interest accrues while student is in attendance. Students may select an active repayment or deferred principal repayment option. Those who defer repayment must maintain at least half-time status. NJCLASS loans are an alternative to unsubsidized Stafford loans. Students who are not in academic programs eligible for Federal Stafford Loan funding may be eligible to receive a NJCLASS loan.

Federal Work-Study: Graduate students may apply for part-time jobs in the University at an hourly rate under the Federal Work-Study program. Students must demonstrate financial need.

Educational Opportunity Fund Grants (EOF): Residents of New Jersey who received undergraduate EOF grants, or who were qualified for EOF but did not attend undergraduate colleges with EOF programs, may apply for EOF grants. Those interested should contact the EOF Office at (973) 655-4384.

Eligibility: Students must meet all established eligibility criteria for financial aid funds. Financial aid recipients must maintain at least half time (5 credits per semester) status. In addition, applicants must be accepted into an eligible institutional program for Title IV Loans on a program specific basis. The following chart provides information about this regulation. *Note: Regulations regarding student eligibility are subject to change without notice.*

Enrollment Status:

Who May Borrow?

How Much May I Borrow and Under Which Program?

<ul style="list-style-type: none"> • Matriculated Ed.D., MA, MAT, MBA, MED, M.F.A., and MS students. 	<p>Federal Stafford Loan - subsidized (max \$8,500) and unsubsidized combined up to \$18,500 but not more than the cost of attendance (COA). Loan limits are lower for part-time students.</p> <p>NJCLASS Loan - any student may borrow up to the cost of attendance (COA) minus other financial assistance; co-signer may be required.</p>
<ul style="list-style-type: none"> • Deferred matriculated master's students can borrow for one academic year. 	<p>Federal Stafford Loan - subsidized (max \$5,500) and unsubsidized combined up to \$10,500 but not more than the cost of attendance (COA). Loan limits are lower for part-time students.</p> <p>NJCLASS Loan - may borrow up to the cost of attendance (COA) minus other financial assistance; co-signer may be required.</p>
<ul style="list-style-type: none"> • Instructional Teacher Certification 	<p>Federal Stafford Loans - subsidized (max \$5,500) and unsubsidized combined up to \$10,500 but not more than the cost of attendance (COA). Loan limits are lower for part-time students.</p> <p>NJCLASS Loan - may borrow up to the cost of attendance (COA) minus other financial assistance; co-signer may be required.</p>
<ul style="list-style-type: none"> • Graduate Students in all other Certificate Programs (Administrative and Educational Services Certificates and Paralegal Certificates) 	<p>NJCLASS Loan - may borrow up to the cost of attendance (COA) minus other financial assistance; co-signer may be required.</p>
<ul style="list-style-type: none"> • Second BA and BS students (undergraduate loan limits apply) 	<p>Federal Stafford Loans - annual allowable maximum according to grade level (subsidized and unsubsidized combined); cannot borrow more than the aggregate maximum for undergraduate study.</p> <p>Federal PLUS Loan - parents of dependent students may borrow up to the cost of attendance (COA) minus other loans.</p> <p>NJCLASS Loan - may borrow the cost of attendance (COA) minus other financial assistance; co-signer may be required.</p>
<ul style="list-style-type: none"> • Non degree program students OR • Students with incomplete admission status 	<p>Not eligible for any financial aid including student and/or parent loans</p>

Satisfactory Academic Progress: All graduate students who receive financial aid administered by the Financial Aid Office must maintain "satisfactory academic progress" as defined by the University.

The FAFSA (Free Application for Federal Student Aid) form is used to determine eligibility for all Student Loans and the Federal Work-Study Program. The FAFSA is available from the Financial Aid Office. Students who have a Renewal FAFSA application may complete that form.

In order to receive award notification for Fall semester billing the **FAFSA** must be filed by **March 1** of the prior academic year.

International Students (Non-Resident Tuition Waiver): A remission of non-residential tuition may be made to active students from other countries who demonstrate financial need. Those interested should apply by November 1 for the following spring semester and by May 1 for the following fall semester. For further information and/or applications please contact the International Student Advisor at (973) 655-4253.

Part-Time Employment: Career Development, located in the Academic Success Center, third floor, (973) 655-5194, lists thousands of part-time, summer, and temporary positions each year. Graduate students may check current listings daily between 8:30 a.m. and 4:30 p.m., Monday through Friday and on Thursdays until 7 p.m. during the semester. In addition, they can confer with a career counselor, attend seminars on job hunting, and access the computerized job listing services via the Career Development website.

Scholarships:

Graduate Studies

HAROLD C. BOHN FELLOWSHIP

Amount: Varies

Criteria: MSU senior who shows promise in any academic discipline and presents a bona fide plan for graduate study.

Contact: Dean of Students

WILLIAM P. DIOGUARDI FELLOWSHIP

Amount: Varies

Criteria: Graduating MSU senior with a minimum 2.80 cumulative GPA who competed in intercollegiate athletics as a member of a varsity team and has been accepted into a post-baccalaureate degree program.

Contact: Director of Athletics

SAUL AND ADELAIDE GOLDFARB GRADUATE SCHOLARSHIPS

- Amount:** *The scholarships include tuition remission of 3 credits per semester for part-time students for four consecutive semesters and 9-12 credits per semester for full-time students for two consecutive semesters*
- Criteria:** *The Saul and Adelaide Goldfarb Graduate Scholarships are available to qualified new students at Montclair State University who have not previously earned a master's degree. To be eligible, students must have accumulated 8 credits or less as part-time student or 9-20 credits as a full-time student and be fully matriculated into a graduate degree program either on a full- or part-time basis.*
- Contact:** *The Graduate School (Application deadline: April 1 each year.)*

THE PHYLLIS LEBOFF ENDOWMENT FUND IN HONOR OF HER HUSBAND, GERALD A. LEBOFF

- Amount:** *Varies*
- Criteria:** *Talented and gifted MSU students.*
- Contact:** *Administrator, MSU Foundation*

SIMONE PICARD ASSISTANCE FUND

- Amount:** *Varies*
- Criteria:** *Student enrolled in a master's degree or other post-baccalaureate program at Montclair State University. Preference given to applicants preparing for careers in teaching or related educational areas. Partial assistance may be granted to baccalaureate degree students who have completed at least 60 semester hours of work of which 24 semester hours had been completed at MSU.*
- Contact:** *Chair, Simone Picard Assistance Fund Committee*

ALBERT WANG THESIS SCHOLARSHIP

- Amount:** *Varies up to \$1,000*
- Criteria:** *Fully matriculated graduate students at MSU conducting scholarly research in conjunction with the writing of a thesis who have met the requirements for enrollment in the thesis course appropriate for their graduate programs.*
- Contact:** *Dean, Graduate School*

Biology and Molecular Biology AL STEIN AWARD

- Amount:** *Varies*
- Criteria:** *Graduate students pursuing a degree in a program offered in the Biology and Molecular Biology Department. Minimum 3.00 cumulative GPA.*
- Contact:** *Chair, Biology and Molecular Biology Department*

College of Science and Mathematics

MARGARET AND HERMAN SOKOL AWARD FOR INTERNATIONAL GRADUATE STUDY/RESEARCH

Amount: \$5,000 (\$2,500 per semester)

Criteria: Graduate student matriculated in a science program offered by College of Science and Mathematics, who has completed at least 64 semester hours at MSU, with at least 24 semester hours completed in a scientific major, and completed at least 6 semester hours in a foreign language or demonstrate language equivalent proficiency.

Contact: Dean, College of Science and Mathematics

Communication Sciences and Disorders

HAROLD M. SCHOLL SCHOLARSHIP

Amount: \$250 annual award

Criteria: A matriculated graduate student in the Department of Communication Sciences and Disorders who has completed 15 credits, has a minimum GPA of 3.50 in the major and shows potential for making an outstanding contribution in the field of language and learning.

Contact: Chair, Communication Sciences and Disorders Department

MARYANN PEINS SCHOLARSHIP

Amount: Varies

Criteria: Matriculated graduate students enrolled in the Department of Communication Sciences and Disorders with a major in Speech-Language Pathology. Must have completed at least 15 credits in the Department with a GPA of 3.50 in the major. Must provide evidence of participating in professional activities or community service relating to communication disorders. Must show potential for success in doctoral studies and research in communication disorders.

Contact: Chair, Communication Sciences and Disorders Department

Computer Science

WESTERDAHL SCHOLARSHIP

Amount: Tuition Waivers (maximum of 4 courses) Book/Equipment/Travel Awards (maximum of 4 courses)

Criteria: Awards are for graduate education in mathematics and/or computer science.

Contact: Graduate Advisor, Mathematical Sciences or Computer Science Department

English

MARY BONDON SCHOLARSHIP AWARD

Amount: \$1,500

Criteria: Qualified English Department graduate student pursuing a teaching career in English Literature.

Contact: Chair, English Department

LAWRENCE H. CONRAD MEMORIAL SCHOLARSHIP

Amount: *Varies*

Criteria: *MSU graduate, pursuing graduate degree in American Literature or Creative Writing at the University. Selection based on value of thesis proposal and financial need.*

Contact: *Chair, English Department*

French**FRENCH DEPARTMENT SCHOLARSHIP FOR GRADUATE STUDY**

Amount: *\$500 (\$250 per semester)*

Criteria: *Qualified student pursuing a graduate degree in French who shows financial need and demonstrates merit.*

Contact: *Chair, French Department*

Mathematical Sciences**AUDREY VINCENTZ LEEF SCHOLARSHIP**

Amount: *Varies.*

Criteria: *Fully matriculated full-time or part-time, undergraduate or graduate students enrolled in at least one mathematics course. Candidates must provide evidence of financial need and must have completed the New Jersey Financial Aid form with results on file at MSU.*

Contact: *Chair, Mathematical Sciences Department*

MAX A. SOBEL FELLOWSHIP

Amount: *Amount and frequency varies.*

Criteria: *Graduate student in mathematics education; nominated by mathematics education faculty.*

Contact: *Chair, Mathematical Sciences Department*

WESTERDAHL SCHOLARSHIP

Amount: *Tuition Waivers (maximum of 4 courses) Book/Equipment/Travel Awards (maximum of 4 courses)*

Criteria: *Awards are for graduate education in mathematics and/or computer science.*

Contact: *Graduate Advisor, Mathematical Sciences or Computer Science Department*

Music**FRANK AND LYDIA BERGEN FOUNDATION SCHOLARSHIP
HONORING JEAN HOOPER**

Amount: *\$5,000*

Criteria: *Outstanding and talented undergraduate or graduate music students. Recipient must demonstrate financial need and /or a talent which will enhance the department's program.*

Contact: *Chair, Music*

DAVID OTT FELLOWSHIP

Amount: A total of \$4,000 awarded at the rate of \$1,000 per semester.

Criteria: Incoming fully matriculated graduate student enrolled in the Music Therapy Program. Recipient must remain a matriculated student in good standing.

Contact: Coordinator, Music Therapy Program

School of the Arts

SCHOOL OF THE ARTS SCHOLARSHIP/TALENT GRANT

Amount: Varies

Criteria: Recipients must be full-time students, majoring and/or minoring in a program in the School of the Arts. Minimum GPA 3.00.

Contact: Dean, School of the Arts

School of Business

SOVEREL BOOK AWARD

Amount: \$200

Criteria: Undergraduate or graduate student in one of the programs within the School of Business who is an employee of a banking organization in the community.

Contact: Dean, School of Business

Speech Communication

ELLEN KAUFFMAN TRAVEL GRANT FUND

Amount: Varies

Criteria: Undergraduate and graduate students majoring in a program offered by the Departments of Broadcasting, Speech Communication, Theatre and Dance; minimum GPA of 3.00 in major courses.

Contact: Chair, Speech Communication or Theatre and Dance Department

Teacher Education

ANNE KIRBY MEMORIAL SCHOLARSHIP

Amount: Varies

Criteria: Matriculated graduate students currently teaching or preparing to teach and enrolled in the M.Ed. or M.A.T. degree program at MSU.

Contact: Dean, College of Education and Human Services.

ERCELL I. WATSON MEMORIAL FUND

Amount: \$100

Criteria: Educator who is matriculated in, or a graduate of a master's degree program in the College of Education and Human Services

Contact: Dean, College of Education and Human Services

Theatre and Dance

ELLEN KAUFFMAN TRAVEL GRANT FUND

Amount: *Varies*

Criteria: *Undergraduate and graduate students majoring in a program offered by the Departments of Broadcasting, Speech Communication, Theatre and Dance; minimum GPA of 3.00 in major courses.*

Contact: *Chair, Speech Communication or Theatre and Dance Department*

DENNIS K. McDONALD SCHOLARSHIP AND AWARD IN THEATRE

Amount: *\$100*

Criteria: *Theatre graduate student with a minimum of 3.00 GPA in theatre courses. Must exhibit performance quality, professional potential, evidence of continued development.*

Contact: *Chair, Theatre and Dance Department*

For a complete list of scholarships available to graduate and undergraduate students, consult the current undergraduate catalog, available in the Office of Admissions.

Veterans Benefits: The Financial Aid Office provides information and advice to students regarding federal and State Veterans' benefit programs. All United States veterans who enroll at the University should contact the office as early as possible in their academic program. All veterans should submit a copy of their discharge papers (DD214) to the Financial Aid Office. Benefits are not available for audited courses or courses previously completed. If a veteran adds, drops, or withdraws from a course, he or she should immediately forward a copy of the appropriate form to the Financial Aid Office.

For further information contact the Financial Aid Office, CO-321, College Hall; telephone (973) 655-4462.

STUDENT SERVICES

Alumni Association: The Montclair State University Alumni Association is a non-profit organization that has served the graduates of the University since 1910. All graduates of Montclair State, Panzer College, and their earlier embodiments are members of the Association.

The Alumni Association, in cooperation with the Office of Alumni Relations, has the primary responsibility to initiate, encourage, and coordinate solicitations of graduates of Montclair State. The Association's annual solicitation program includes phonathons and direct mail. Unless otherwise designated, all gifts are credited to the Alumni Annual Fund, and are used to sponsor a number of programs each year including Faculty Research Grants, Outstanding Graduate Student Awards, Undergraduate Scholarships, Student Project Grants, Homecoming, on- and off-campus reunions, travel programs, conferences, seminars, and other noteworthy projects.

The Alumni Association is governed by an elected Executive Board, working in concert with Montclair State's Office of Alumni Relations, consisting of a full-time director, program assistant, a bookkeeper, and records clerk. The Office of Alumni Relations has the primary responsibility for developing and maintaining the liaison between the University and the Alumni Association, and functions as part of the Division of Institutional Advancement.

The Alumni Relations offices are located on the second floor of the Alumni House at 34 Normal Avenue, across from Sprague Field. Telephone: (973) 655-4141.

Auxiliary Enterprises: The Office of Auxiliary Enterprises, located in College Hall, Room 311B, represents the University for services contracted from outside sources such as the University Store, Dining Services, C-Store, Game Room, Flea Market and vending operations. The Office of Auxiliary Enterprises also administers "Red Hawk Dollars", the University's debit card, campus photocopying, the Mail Center, and micrographics. For more information, please call (973) 655-7431.

Bookstore: The University Bookstore is located on the lower level of the Student Center. Normal hours of operation are Monday through Thursday, 8:30 a.m.- 8:00 p.m., Fridays, 8:30 a.m.- 4:30 p.m., and Saturdays, 10:00 a.m. - 2:00 p.m. Extended hours are available at the beginning of each semester. Telephone (973) 655-4310.

The bookstore carries required textbooks and supplies as well as a wide variety of other merchandise. In many cases, textbooks are available for purchase several weeks prior to the beginning of the semester. It is recommended that students bring their course schedules to the bookstore to aid in the selection of books, which should be purchased early. During the fall and spring semesters, undamaged books may be returned within 15 calendar days of the first day of class provided that students produce sales receipts. "Red Hawk Dollars", the University debit card, may be used in the bookstore. Contact the Office of Auxiliary Enterprises at (973) 655-7431 for further information.

Campus Ministry: The Montclair State University campus is served by a number of professional campus ministers, ordained chaplains and advisers representing major religious denominations who support their efforts here. Together they form the Campus Ministry Council (CMC) in liaison with the Dean of Students, as an ex-officio member of the CMC.

Student led religious organizations, chartered by the SGA., Inc., serve the campus as well. They are listed in the Student Handbook.

While groups do meet on campus for religious celebrations, MSU does not have a House of Worship. However, there are many local places of worship which are also listed in the Student Handbook.

If you are unable to reach a member of the Campus Ministry Council at (973) 655-5364, please call the Newman Catholic Center at (973) 746-2323.

Career Development: This office provides career planning and job hunting information to students who are uncertain about their career goals as well as those who have particular goals in mind. Graduate students are welcome to take advantage of all services including individualized counseling by appointment, seminars related to the job hunt, an extensive career library, and listings of full-time and part-time jobs as well as internships.

An especially useful service is the "on-line" Alumni Network comprised of Montclair State graduates in various career fields who are willing to share career information. Visit Career Services home page, via Lynx or Netscape, at http://www.montclair.edu/Pages/Career_Services/career.html to learn about jobs all over the country and career, employer and graduate school information.

The office is located in the Academic Success Center, third floor, and is open Monday through Friday from 8:30 a.m.- 4:30 p.m. and Thursday evenings until 7 p.m. during the semester. Appointments are not needed to use the career library, attend seminars, or look at the job listings. Appointments with counseling staff may be made by calling (973) 655-5194. Come into the office and see what's available.

Child Care Center: The Child Care Center has been designed to be an exciting, inviting place where children can explore a wide variety of materials and activities. The Center provides a developmental program for children ages 3 months to 6 years. The Center may be used by MSU students, faculty and staff for their children.

The Center is located in Stone Hall and the hours are 7:30 a.m. to 6 p.m. Arrangements can be made to provide child care until 8 p.m., if the need exists. For further information and fees, please contact Janey DeLuca, Director, at (973) 655-7586.

Cultural Opportunities: A number of significant series of cultural events adds to the pleasantness and interest of life on the campus. The Department of Theatre and Dance presents several plays each semester, and, in the spring, a major student dance concert. The Department of Fine Arts and the division of galleries together operate exhibit spaces that are generally changed monthly. Distinguished artists visit the campus to talk about their work at the Fine Art Department's Art Forum which takes place on most Thursday afternoons during the semester. The Music Department offers an extensive series of faculty and student concerts and recitals. The Office of Arts Programming brings to the campus distinguished performers such as Emelyn Williams, Alwin Nikolais and Shapiro and Smith.

During the summer, TheatreFest, the University's professional equity theatre in residence, offers a series of shows with renowned stars.

Dining Services: There are various locations on campus where food service is available: Blanton Hall, Freeman Hall, the College Hall Snack Bar, a mobile food truck outside Dickson Hall, and several locations in the Student Center, including the Cafeteria, Rathskeller, Goccia Cafe and Student Center Dining Room. Catering services are also available. The Convenience Store is located in the Student Center. Vending machines are located in many buildings across campus. Operating schedules are posted at each location. At various locations within this dining program, food services are available seven days a week.

Graduate students may choose a 19 or 14 meals per week dining plan. Block plans consisting of 300, 225, 150, or 50 meals per semester are also available. Each plan may be used in conjunction with a "Red Hawk Dollars" account which is the University debit card. The card is available for use in all authorized dining locations in the Student Center and in Blanton and Freeman Dining Halls from 7 a.m. - 10 p.m. (hours vary by location). For information, please contact the Office of Auxiliary Enterprises, College Hall 311B, (973) 655-7431, Monday through Friday, 8:30 a.m. - 4:30 p.m.

Further Graduate Study: Students interested in attending a university for study toward a doctoral degree may find information in Career Services (Academic Success Center, third floor). Departmental advisors should be contacted for information related to their specific discipline.

Health Services and Counseling: Health Services and Wellness Services is located on the first floor in Blanton Hall with other facilities located on the lower level in Panzer Gymnasium. The Center offers services for treatment of short-term illnesses, injuries, alcohol and drug treatment, conditioning, gynecological services for women and a variety of referral services as needed. Advice on health and wellness issues, local specialists and other off-campus health services also is available. Confidentiality is assured for all services, treatment and consultation provided by the Center. For hours and further information, call (973) 655-4361.

Counseling: Brief, short-term counseling is offered without charge to students who believe their fears, conflicts, depressions, tensions, or self doubts are interfering with their academic achievement and optimal growth. Such counseling can provide new perspectives on, better understanding of, and helpful insights into the personal, intellectual and social challenges of university life. A consulting psychiatric nurse provides medication evaluations when needed. The center also sponsors short term groups on various topics of interest to students such as, Adult Children of Alcoholics, Test Anxiety and Relationship Groups. These groups may be offered each semester, and are available to everyone. All counseling services are free, voluntary, and confidential. Call to set up an initial appointment. The office is located in Gilbreth House which is located right behind Freeman Hall, telephone (973) 655-5211.

During off hours, emergency service is available by contacting Campus Safety and Security at (973) 655-5222.

I.D.: Students, faculty and staff are required to have a University-issued Photo Identification Card. This card must be shown to borrow books or copies of tapes from the Library; to use a book on Library reserve; to use the field house; and to participate in various activities sponsored by the Student Government Association and Montclair State University.

All students holding photo I-cards will receive validation labels in College Hall, Room 204 or 216 at the start of each semester. All new students must have their photo taken at the I-card office, Student Center, 1st floor. Students are encouraged to obtain an I-Card within one year from the date they are admitted. There is a \$10.00 charge for replacement cards. Office hours are Monday through Friday, 8:30 a.m. - 4:30 p.m., and Thursday evenings until 7 p.m. during the fall and spring semesters while classes are in session only. Please bring some form of personal identification when applying for the I-card. For hours and further information, please call (973) 655-4147.

Insurance: Medical insurance is available to all students at low cost, whether full- or part-time. It is mandatory in the State of New Jersey to have medical insurance while attending college or university. Students are billed by the University as part of tuition/fees billing. Students who show proof of insurance coverage may be waived.

Older Adult Tuition Waiver Program: New Jersey residents 65 years of age or older are eligible to take courses on a space available, tuition-waiver basis. For more information, please call (973) 655-4431.

Parking: The University maintains several parking lots for use by students. These are designated on all campus maps. Montclair State assumes no responsibility for cars or their contents while parked on University property. Parking decals are required of everyone and are available in the Business Services Office in College Hall. Decals must be displayed on all cars parked on campus. Shuttle buses are available to take people to and from parking lots and classroom buildings.

Students who fail to obey parking rules may receive either a municipal or University summons and their cars may be towed.

Residence Halls Facilities: The Office of Residence Life provides housing for graduate students in the Clove Road Apartment complex, and on a limited basis in the six traditional residence halls. Montclair State University does not discriminate with regard to age in making housing assignments. While the Clove Road Apartments are the most popular with graduate students, they are welcome in all of our other facilities.

The Office of Residence Life (Bohn Hall, Room 437) is open on weekdays from 8:30 a.m. to 4:30 p.m., and open on all holidays when classes are in session. The office is closed on the weekends. For further information, please call (973) 655-5188 or (973) 655-5252.

Safety and Security: Assistance is provided by the Department of Safety and Security in several ways: protection, investigation, service, information, and advice.

Campus Police will respond to all criminal activity, investigate all motor vehicle accidents, other incidents, and enforce all applicable laws and University regulations. Students are encouraged to report any incidents of a suspicious nature.

Some of the services offered to students by the Department of Safety and Security are: contact a tow company, offer a battery pack to motorists for jump starting stalled or disabled vehicles, provide temporary parking permits (for emergencies, temporary use or replacement vehicle, guests on campus, temporary overnight or disabled parking), and provide information on rape awareness, substance abuse, and crime prevention.

In case of fire or a life threatening emergency, dial extension 4111 on the campus line. For other assistance, dial extension 5222. Emergency call boxes are located on light

posts throughout the parking areas as well as buildings around campus. These phones provide a direct line to the police dispatcher.

Student Center and Dining Facilities: The Student Center and Annex are a main gathering place for social, educational, and recreational activities. This large complex has a cafeteria, rathskeller, and formal dining room. Students and guests may enjoy the services of the bookstore, convenience store, flea market and gameroom. Also centrally located in the Student Center is an information desk, study lounge, commuter lounge, classrooms, ballrooms, and several meeting rooms. In addition, the facility houses the Office of the Vice President for Student Development and Campus Life, and offices of the Dean of Students, Student Activities, the Women's Center, and the Student Government Association, as well as the Red Hawk Dollars office, and the ID Card office.

To schedule rooms or space in the Student Center, you must contact the Scheduling office. If you have any questions or special requests with regard to facilities or operation, please call the Student Center Main Office.

For specific schedules of operations, please call the respective department.

Student Center Main Office.....	(973) 655-7548
Scheduling	4411
Building Manager	7546
Information Desk	5329

Transcripts: To obtain a transcript, students must complete and sign a transcript request form, available through the Office of the Registrar. A fee of \$3.00 per copy (MSU undergraduate and graduate records for same student are considered one copy) is payable in advance to Montclair State University. Please allow 10 working days for processing of all transcript requests. Additional time should be allowed for transcripts processed at the conclusion of each semester or session. Same day processing service is available at a charge of \$10.00 for the first copy and \$6.00 for each additional copy on that day.

Transcripts will not be released for students who have a financial obligation (i.e., financial, library, parking, loan, etc.) to Montclair State University.

Women's Center: The Women's Center is located in the Student Center, Rooms 420-422, telephone (973) 655-5114. The Women's Center aids in the education of women and men with respect to their changing roles, rights and responsibilities in today's world. Different programs/workshops and weekly noon discussion/support groups are offered each semester. A reference library and a referral service are available to Montclair State and the nearby community on a continual basis.

PEDAGOGY (ED.D.)

Director: Dr. Cynthia Onore

Mathematics Education Specialization Advisor: Dr. Kenneth C. Wolff

Philosophy for Children Specialization Advisor: Dr. Ann Margaret Sharp

CENTER OF PEDAGOGY

Montclair State University's Center of Pedagogy is the first center of its kind in the nation. The Center coordinates and oversees all aspects of teacher education. Its mission is to promote the continuous development of all educators, new and experienced, field and university-based, through the simultaneous renewal of the schools and the education of educators. Policy-making and governance in the Center rest on the collaboration of the tripartite: faculty and administrators from the schools, the College of Education and Human Services, and faculty from arts and science. Our overarching goal is to support the abilities of current and new generations of students and teachers to engage actively and productively in democratic communities.

DOCTOR OF EDUCATION DEGREE, CONCENTRATION IN PEDAGOGY

Montclair State's first doctoral program, an Ed.D. in Pedagogy, is housed in the Center of Pedagogy. It has been designed for classroom teachers who aspire to be models of teaching excellence, leaders among their colleagues and spokespersons for education in the state. For those who wish to develop further professionally and to remain in the classroom, the Ed.D. provides the highest level of expertise in teaching, leadership, and educational reform. The program recognizes the critical importance of schools in the nation's quest for improving our social and political democracy and in developing a strong work force by focusing on the indisputable role of classroom teachers in renewing our educational system.

Goals of the Ed.D. Program: The Ed.D. Program is designed to educate teachers in how best to implement new theories and practice understandings about teaching, learning, and the role of schools in our society.

We expect to prepare teacher leaders who will:

- understand the epistemology of the specific disciplines and the relationships among school subjects;
- be fully knowledgeable about the public purposes of schooling in a democratic society;
- be effective researchers, capable of conducting significant, original, theoretically based research in order to explore solutions to difficult problems and pressing needs confronting American education;
- be masters of pedagogy, both general and subject-specific, that is discipline-appropriate and nurturing;
- demonstrate advanced competence in the disciplines that are the bases for their teaching specialization;

- be masters of change theory, enabling students to become effective stewards of best practice in their school settings and the agents for change;
- understand both policy issues and the politics of policy in order to transcend local concerns and become effective spokespersons for systemic change;
- understand the concept of access to knowledge, including its moral implications;
- build sophisticated curriculum plans that lead to critical thinking and high levels of learning; and
- be able to plan effective educational experiences designed to promote good citizenship and democratic practice.

Vision: The Ed.D. is characterized by a strong theoretical base and a comprehensive perspective on the nature of schools, education in a democracy, and effective teaching and learning for social change. Four major themes give coherence to the program, and support both the purposes of schools and the professional needs of teachers. These themes closely correspond to the research agenda of the twenty university-school partnerships that form the national Network for Educational Renewal. They represent MSU's vision of teachers' responsibilities:

- to provide access to knowledge for all students;
- to enculturate students into our multicultural political and social democracy;
- to create and sustain appropriate and nurturing pedagogy;
- to commit themselves to educational leadership based on stewardship of best practice.

Specialization Areas: Two areas of specialization are offered to enable elementary and secondary school classroom teachers to pursue a comprehensive, interdisciplinary, advanced degree as part-time, evening, and summer students:

- **Mathematics Education:** This program is designed for experienced and successful classroom teachers who already have a strong preparation in mathematics. The program will add both depth and breadth to their subject matter and pedagogical knowledge. The curriculum will reflect both state and national recommendations, as well as issues related to the appropriate use of technology. It integrates mathematical topics across the mathematics curriculum and with other disciplines, encourages alternative approaches to the teaching and learning of mathematics, and develops both qualitative and quantitative methods of research in mathematics education.
- **Philosophy for Children:** This program is designed for experienced and successful classroom teachers who have a strong preparation in philosophy. The program will add both depth and breadth to both their subject matter and pedagogical knowledge. In addition, this specialization builds on and extends the understandings developed in the core courses, thereby carrying forward the major themes of the Ed.D. It includes the role of philosophy in reasoning, concept formation, and sound judgment; critical thinking; the use of philosophy-based children's literature to develop critical thinking, and develops skills in research methods in philosophy for children.

ADMISSION REQUIREMENTS

Initial admission status requires that students meet the minimum admissions criteria.

Prospective students must submit the following for consideration:

1. A completed and signed application for doctoral study
2. A personal essay describing their view of the relevance of doctoral education to their personal and professional development
3. A statement discussing areas of potential research interest
4. Transcripts of undergraduate and graduate work, (WES evaluation, if necessary)
5. GRE scores; TOEFL scores if necessary
6. Three letters of recommendation, including at least two from professional colleagues or college/university faculty who can attest to the candidate's potential for advanced study and research
7. Application fee.

In addition, the program also requires the following;

1. Three years successful classroom teaching
2. Specialization in Mathematics Education requires a Master's Degree in Mathematics Education, Mathematics or its equivalent
3. Specialization in Philosophy for Children requires a Master's Degree in Philosophy, Philosophy for Children or its equivalent
4. An interview with a committee representing both the education core, and the specialization faculty
5. A writing sample as part of the interview process

Application: Applicants to the Ed.D. program must complete a self-managed application. "Self-managed" refers to the process by which the applicant gathers all required documentation and submits it in one packet to the University for review. Montclair State University requires applicants to collect and submit transcripts and letters of reference with the application in the envelope provided in the application package. International students should refer to the additional information included in the application packet. Completed applications will be reviewed beginning February 15th and applications will continue to be reviewed on a rolling basis until April 1st. We encourage you to begin gathering the required admission documents (official transcripts, letters of recommendation, GRE scores, etc.) as soon as possible.

These materials will be reviewed by an admissions committee composed of at least three faculty, representing both the core and specialization areas, who will recommend candidates to initial admission status.

Either before or immediately following admission, students must complete any required examinations to assess competence and/or other prerequisite knowledge identified for the program. Examination results may require that students take courses beyond the standard requirements for the degree. In addition, faculty may recommend supplementary coursework for students selecting a particular specialization without sufficient undergraduate or master's preparation. A formal work program (plan of study) will be developed by each student and his/her advisor, and must be approved of by two other faculty members, one representing the core, and one representing the specialization. The work program must be approved by the Graduate School in order for the student to matriculate.

Basic Degree Requirements: Students must complete a minimum of 60 credits beyond the master's degree, including five core courses (15 credits), seven courses in an area of specialization (21 credits), four courses of research (12 credits), and a minimum of 12 credits of dissertation. All work for the doctoral degree must be completed within ten (10) years from the date of the start of the program. Every student must fulfill a residency requirement, which will require the student to be registered for courses as a full-time student for two consecutive semesters or for two consecutive summer sessions for part-time students.

Candidacy for the Degree: The qualifying assessment for candidacy for the Ed.D. in Pedagogy degree will be the development, presentation, and evaluation of a working portfolio that is organized around a set of pedagogical goals selected in consultation with a doctoral advisor. It is designed to be tangible and authentic evidence of the wide range of knowledge, dispositions, and skills that doctoral degree candidates should possess. The portfolio is characterized by a systematic, reflective collection of selected artifacts that constitutes evidence of learning, growth, and mastery in the essential dimensions of the doctoral program.

All candidates will be required to present their portfolios for assessment in a forum designed for this purpose. Students whose portfolios meet established criteria will then have their records reviewed by a faculty committee who will recommend advancement to candidacy. Successful candidates will then be able to complete their remaining coursework and the dissertation.

Dissertation: Once candidacy is established, students will be permitted to enroll in the dissertation seminar and form a dissertation committee. The dissertation must be original, theoretically-based, applied research that has the potential to contribute knowledge about the processes of teaching, learning, and schooling. The research must include a focus on one or more of the core dimensions of the program or the candidate's area of specialization.

General Information: A limited number of graduate assistantships and graduate scholarships are available. Applications for these are included in the application packet.

For general information and application:

Call: (973) 655-5147

(800) 331 9207

Fax: (973) 655-7869

Email: Graduate.School@Montclair.edu

For further information on the academic program:

Call: (973) 655-4262

Fax: (973) 655-7776

Email: pedagogy1@saturn.montclair.edu

Visit the website: www.montclair.edu/Pages/GradSchool/Graduate.html

Completed applications will be reviewed beginning February 15th and applications will continue to be reviewed on a rolling basis until April 1st. Candidates are encouraged to begin gathering the required admission documents as soon as possible.

REQUIREMENTS FOR THE DOCTOR OF EDUCATION DEGREE WITH A CONCENTRATION IN PEDAGOGY

**Semester
Hours**

I. Core (15 semester hours):

Required Core Courses (12 semester hours)

EDCO 801	Democracy and Education	3
EDCO 802	Access to Knowledge	3
EDCO 803	Pedagogy: The Art and Science of Teaching and Learning	3
EDCO 804	Organizational Change, Policy, and Leadership	3

Elective Core Courses (3 semester hours)

EDCO 710	Access to Knowledge Through Multiple Literacies	3
EDCO 711	Classroom Community of Inquiry	3
EDCO 712	Implications of Race and Ethnicity in Schools in the U.S.	3
EDCO 713	Educational Renewal and Education Policy	3

II. Specialization (21 semester hours)

In addition to the required courses above, students must complete 21 semester hours in one of the following specializations:

A. Mathematics Education

Required Courses (15 semester hours)

MATH 811	Mathematics Education Leadership	3
MATH 812	Mathematical Modeling for Middle Level and High School Grades	3
MATH 813	Geometry for Middle Level and High School Grades	3
MATH 814	Algebra and Analysis for Middle Level and High School Grades	3
MATH 815	Critical Thinking and Cognitive Development in Mathematics	3

Elective Courses (6 semester hours)

MATH 740	Accessing and Processing Information Through Technology	3
MATH 741	Historical and Multicultural Foundations of Mathematical Thought	3
MATH 742	Connecting Mathematics and Science	3
MATH 743	The Structure of the Real and Complex Number Systems .	3
MATH 744	Selected Topics in Number Theory for Mathematics Educators	3

B. Philosophy for Children

Required Courses (15 semester hours)

EDFD 811	Philosophy, Philosophy for Children and the Educational Experience	3
EDFD 812	Contemporary Social and Political Philosophy and Philosophy for Children	3
EDFD 813	Education for Global Citizenship	3
EDFD 814	Recent American Philosophy and Philosophy for Children	3

EDFD 815	Philosophy of Mind, Cognitive Science, and Philosophy for Children	3
Elective Courses (6 semester hours)		
PHLC 740	Role of Logic in Philosophy for Children	3
PHLC 741	Philosophy of Religion and Philosophy for Children	3
PHLC 742	Hermeneutics of Childhood	3
PHLC 743	Philosophy of Language and Philosophy for Children	3
PHLC 744	Metaphysics of Childhood Experience	3

III. Research Requirement

Required Courses (12 semester hours)

EDCO 820	Qualitative Research Methods for Educational Research ...	3
EDCO 821	Quantitative Research Methods for Educational Research	3
EDFD 825	Research in Philosophy for Children OR	
MATH 825	Research in Mathematics Education	3
EDFD 830	Dissertation Seminar OR	
EDCO 830	Dissertation Seminar OR	
MATH 830	Dissertation Seminar	3

IV. Dissertation (12 semester hours - minimum)

EDCO 900	Dissertation Advisement	3
OR		
EDFD 900	Dissertation Advisement	3
OR		
MATH 900	Dissertation Advisement	3

PEDAGOGY

Course Descriptions Required Core Courses

Semester Hours

EDCO 801 DEMOCRACY AND EDUCATION 3

This course will examine the concept of democracy and a range of interrelated issues inherent in the public purposes of schooling in social and political democracies. Students will inquire into the meaning of citizenship in a democracy, and the role of the schools in fostering its development and expression. This inquiry will be conducted comparatively. Varying domestic and international socio-cultural and political contexts will be examined. Students will examine various curricular and pedagogical designs and governance structures which can be associated with models of democratic schooling. The moral obligations of pedagogy and stewardship which fall to teachers in the conduct of educating for democratic citizenship will also be examined.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 802 ACCESS TO KNOWLEDGE 3

This course addresses the concept of access to knowledge through an examination of multiple literacies and a range of epistemological and ethical perspectives. Knowledge construction by the learner, in literacy and subject area disciplines will be examined. Students will develop an understanding of the epistemological dimensions undergirding the various school subjects. Foundational epistemological theories and current thinking in the psychological, social, and cultural underpinnings of literacy will be related to fundamental disciplinary groups such as arts, humanities, social and natural sciences and mathematics. Students will be encouraged to critically analyze and evaluate standard school texts and curriculum units.

EDCO 803 PEDAGOGY: THE ART AND SCIENCE OF TEACHING AND LEARNING 3

This course examines the art and science of teaching and learning in an evolving social and political democracy. It aims at developing an understanding that teaching and learning occur in socio-cultural contexts. Themes to be explored include competing views of knowledge and their implications for curriculum construction; current theories of learning and assessment; strategies to ascertain students' prior knowledge and experience; and pedagogical practices that build upon students' cultural capital. The course will examine diverse pedagogical strategies and their relationships to the structure and epistemology of the disciplines. Special attention will be given to the moral dimensions of the teaching-learning process.

EDCO 804 ORGANIZATIONAL CHANGE, POLICY AND LEADERSHIP 3

In this course, doctoral students will learn to analyze complex organizational patterns, situations and policies that define and affect diverse educational settings in the U.S. and abroad. Students will examine various models of leadership, theories and research on change models, and the processes of educational policy formation. Students will develop an understanding of their own role as change agents. There will be a field component for this course in which students will conduct research on the development, implementation and/or evaluation of a plan for change in an educational setting.

Course Descriptions
Required Research Courses

EDCO 820 QUALITATIVE METHODS FOR EDUCATIONAL RESEARCH 3

This course examines the theoretical and conceptual foundations of qualitative approaches to social science research and engages students in designing and conducting qualitative research in education. Students will develop a doctoral-level qualitative research proposal that provides a conceptual framework, specifies procedures for sample selection, data collection, and data analysis, and addresses issues of ethics, reliability, and validity. They will then conduct a small-scale research project, involving the design of qualitative data collection instruments, collection of qualitative data, analysis of the data, and writing a report of findings. Students will examine social, cultural, political, and ethical dimensions of qualitative research. They will be introduced to computer packages used for qualitative data analysis. They will also critically examine published qualitative research articles.

EDCO 821 QUANTITATIVE METHODS FOR EDUCATIONAL RESEARCH 3

This course will provide students with an advanced critical understanding of the epistemological and methodological foundations of quantitative approaches to empirical research. It will also develop students' skills as critical consumers and effective producers of knowledge in various methods of educational research. The course will examine experimental design, methods and techniques, sampling procedures, data collection, and research data bases. The course will identify and critically assess the research procedures, methodologies, instrumentation, design, and data analysis utilized in quantitative research, and will examine the statistical techniques and procedures most commonly used in quantitative educational research. Designs studied will include one-way ANOVA, factorial and randomized complete block. Other topics will include analysis of covariance, simple linear regression and multiple regression. Students will be introduced to the use of SPSS or other computer packages utilized in quantitative research for treatment of data and the development of a research report. Students will gain experience in the preparation of an acceptable doctoral dissertation which relies on the analysis of quantitative data.

Mathematics Education

MATH 825 RESEARCH LITERATURE IN MATHEMATICS EDUCATION 3
OR

Philosophy for Children

EDFD 825 RESEARCH LITERATURE IN PHILOSOPHY FOR CHILDREN 3

EDFD/MATH/EDCO 830 DISSERTATION SEMINAR 3

EDFD/MATH/EDCO 900 DISSERTATION ADVISEMENT 3

(Students must take a minimum of 12 dissertation credits to complete the program.)

Specialization in Mathematics Education
Required courses (15 semester hours)

MATH 811 MATHEMATICS EDUCATION LEADERSHIP 3

Students will gain experience working for systemic change in educational programs and thus become capable of assuming a leadership role for such change. This course is designed to provide a long-term experience with nurturing pedagogy, leadership development, and stewardship of best practices. Candidates will work closely with faculty to develop goals and expectations for specific change in their work settings, where appropriate, then evaluate progress towards these goals. Candidates will conduct fieldwork in this area, including experimental design, implementation, and evaluation of results. The course includes readings, seminars, and portfolio development, as well as presentations from visiting faculty and other leaders in mathematics education.

The following sequence of four courses is designed to study selected contemporary topics in mathematics as they relate to changes in the middle and high school curriculum. While differing in content, each course will have the following common elements:

- in-depth study of mathematical concepts;
- extensive review of related literature and research;
- hands-on experience with applications through technology; and
- investigations of connections across disciplines.

These four courses are designed to impact the candidates' education by:

- broadening their mathematical foundations;
- exposing them to directions in curriculum reform;
- extending their body of classroom applications and activities;
- familiarizing them with a diversity of source materials; and
- directing them into possible areas of dissertation investigation and research.

MATH 812 MATHEMATICAL MODELING FOR MIDDLE LEVEL AND 3
HIGH SCHOOL GRADES

This course discusses specific topics from discrete mathematics and statistics and explores how those topics can be used to address the changing school curriculum. Emphasis is on model development and communication. Topics such as graph theory, recursion and iteration, game theory, election theory, and fair division will be selected from discrete mathematics. Topics such as probability, the collection, displaying and analysis of data, measures of central tendency and variation, and regression models will be selected from statistics. An example would be the use of graph theory in the study of counting techniques and scheduling problems. Another example would be the use of historical data to examine the relationship between minimum wage and inflation. Technology such as calculators and software will be used as appropriate.

Prerequisite: College level statistics course.

**MATH 813 GEOMETRY FOR MIDDLE LEVEL AND
HIGH SCHOOL GRADES**

3

This course discusses specific topics from geometry, their impact on the changing geometry curriculum in the schools, their application through technology, and their connection to other areas within and outside mathematics. Examples include dimension, scaling, measurement, and fractal dimension, with their use as unifying themes that can be studies from several different points of view, that make use of current visualization technology, and that can be applied across disciplines. Additional topics may be selected from finite and projective geometries, spherical and other non-Euclidean geometries. The roles these topics play in enhancing mathematical thinking and visualization skills, both in these classroom teachers and, ultimately, in the students whom these teachers teach, are emphasized. Classroom materials, activities, and techniques are discussed and developed and concepts explained and explored through various modes, such as hands-on manipulatives, interactive computer software, and graphing calculators.

Prerequisite: College level geometry course.

**MATH 814 ALGEBRA AND ANALYSIS FOR MIDDLE LEVEL AND
HIGH SCHOOL GRADES**

3

This course uses topics from algebra and analysis to explore and unify a variety of topics in the changing school curriculum. For example, the topic of linear transformations can be used to motivate the connection between geometric transformations and the related algebra. Topics will be selected to provide students with the tools to approach algebra numerically with middle school students as well as more abstractly with advanced senior high school students. Other topics, such as the Fundamental Theorem of Algebra, complex numbers, sequences, and series will be used to bridge the gap between algebra and topics in analysis. Then topics from analysis will be used to build a firm foundation on the structure of various number systems such as real and complex numbers. Part of the course will be axiomatic and theoretical development in the classical sense. Applications of these theoretical results to the school mathematics curriculum and to other fields of mathematics, such as probability and statistics, and to other academic fields, such as physics, will be explored.

**MATH 815 CRITICAL THINKING AND COGNITIVE DEVELOPMENT
IN MATHEMATICS**

3

This course focuses on cognitive development and the application of critical thinking and problem solving strategies to the teaching and learning of mathematics. Mathematical models as unifying structures will be examined together with investigations into methods of acquiring mathematical knowledge and the nature of mathematical proof. Contemporary learning theories in mathematics will be surveyed and applied in specific classroom situations.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

Specialization in Philosophy for Children
Required Courses (15 semester hours required)

EDFD 811 PHILOSOPHY, PHILOSOPHY FOR CHILDREN, 3
AND THE EDUCATIONAL EXPERIENCE

This course is an exploration of the philosophical and pedagogical assumptions that found educational theory and practice, and Philosophy for Children. The practice of philosophy as exemplified by Philosophy for Children represents, not just an academic discipline which is new to the education of children, but an approach to that discipline with significant implications for curriculum and pedagogy in general. Students will reflect as a community of inquiry on the philosophical assumptions of various models of education, and explore the implications of Philosophy for Children's curriculum and methodology for educational renewal.

EDFD 812 CONTEMPORARY SOCIAL AND POLITICAL PHILOSOPHY 3
AND PHILOSOPHY FOR CHILDREN

This course provides the participants (instructor and students) the opportunity to use contemporary social and political theory as a means of discerning the social and political dimensions of ordinary experience, and of making political analyses of the materials and methods of Philosophy for Children. This course also provides the opportunity to experiment with the community of inquiry as a forum for political inquiry and action. We will select a number of social and political issues to confront, work toward constructing personal and collective responses, and experiment in putting our convictions into action. *Prerequisite: Matriculation in Ed.D. in Pedagogy.*

EDFD 813 EDUCATION FOR GLOBAL CITIZENSHIP 3

This course is a collaborative, dialogical inquiry into the relationship between education and the ideal of participatory global citizenship. It explores the concept of citizenship, what we mean by a "good" citizen, the relationship between local and global citizenship, and issues of indoctrination, group allegiance, forms of community, and the ethics of pluralism; all in the context of educational form, content and methodology.

EDFD 814 RECENT AMERICAN PHILOSOPHY AND 3
PHILOSOPHY FOR CHILDREN

This course examines the major concepts of North American philosophy, including philosophy of education, from the late nineteenth century to the present, and their influence on the development of Philosophy for Children. These concepts include experience, judgment, inquiry, community, dialogue and democracy. Students will engage in critical study of selected works of Peirce, W. James, Royce, Santayana, Dewey, Mead, Buchler, C.I. Lewis and Beardsley, in addition to works by contemporary American philosophers.

Philosophy for Children aims to enhance children's thinking with particular attention to their powers of concept formation. These are areas which have been much cultivated by the philosophy of mind in the past half century. Many of the issues raised by the philosophy of mind emerge in philosophical conversations in children as well as in prepared curricula. This course aims to explore those domains of the philosophy of mind and cognitive science that have contributed to an understanding of how children think and how they can learn to think better.

Elective Core Courses (3 semester hours required)

Courses serving as electives for the doctoral program are open to qualified master's degree students.

EDCO	710	ACCESS TO KNOWLEDGE THROUGH MULTIPLE LITERACIES	3
EDCO	711	CLASSROOM COMMUNITY OF INQUIRY	3
EDCO	712	IMPLICATIONS OF RACE AND ETHNICITY IN SCHOOLS IN THE U.S.	3
EDCO	713	EDUCATIONAL RENEWAL AND EDUCATION POLICY	3

Mathematics Education Elective Courses (6 semester hours required)

MATH	740	ACCESSING AND PROCESSING INFORMATION THROUGH TECHNOLOGY	3
MATH	741	HISTORICAL AND MULTICULTURAL FOUNDATIONS OF MATHEMATICAL THOUGHTS	3
MATH	742	CONNECTING MATHEMATICS AND SCIENCE	3
MATH	743	THE STRUCTURE OF THE REAL AND COMPLEX NUMBER SYSTEMS	3
MATH	744	SELECTED TOPICS IN NUMBER THEORY FOR MATHEMATICS EDUCATORS	3

Philosophy for Children Elective Courses (6 semester hours required)

PHLC	740	ROLE OF LOGIC IN PHILOSOPHY FOR CHILDREN	3
PHLC	741	PHILOSOPHY OF RELIGION AND PHILOSOPHY FOR CHILDREN	3
PHLC	742	HERMENEUTICS OF CHILDHOOD	3
PHLC	743	PHILOSOPHY OF LANGUAGE AND PHILOSOPHY FOR CHILDREN	3
PHLC	744	METAPHYSICS OF CHILDHOOD EXPERIENCE	3

ACCOUNTING

Chairperson: Prof. Frank Aquilino

Program Coordinator: Prof. Frank Aquilino

The Master of Science in Accounting in conjunction with a Bachelor of Science in Accounting, meets the minimum education requirements to sit for the CPA examination in New Jersey. It also meets the needs of the business community by enhancing and broadening communication skills, both written and oral, quantitative skills and critical thinking. In addition, there is more emphasis on technical skills of a broader variety to function as a professional accountant.

ADMISSION INFORMATION

Candidates are required to submit an application for graduate admission which includes:

- Two official copies of the academic transcript from each college and/or university attended;
- Scores from the Graduate Management Admission Test;
- A statement of professional objectives;
- Two letters of recommendation from persons qualified to evaluate the applicant's promise of academic achievement and potential for professional growth;
- A non-refundable fee of \$40.00 must accompany each application.

Application materials must be obtained from and returned to:

Graduate School

Montclair State University, Upper Montclair, NJ 07043.

APPLICATION MAY BE SUBMITTED AT ANY TIME OF THE YEAR.

Graduate Management Admission Test

The GMAT is required of all students. No application will be considered without these scores. Under the Auspices of the Educational Testing Service, the test is offered by various colleges and universities including Montclair State University. For exact dates and locations contact: The Education Testing Service, Box 966, Princeton, New Jersey 08541.

The entry requirements for the graduate program are the same as the MBA program. A minimum 500 score for the GMAT and a 3.0 cum for the undergraduate degree. A graduate committee consisting of only Accounting, Law, and Taxation faculty will review and recommend on the candidates's application for admission.

REQUIREMENTS FOR THE MASTER OF SCIENCE IN ACCOUNTING

	Semester Hours
I. Required Core Courses (15 semester hours):	
ACCT 540 International Taxation and Accounting	3
ACMS 505 Financial Auditing	3
ACMS 506 Accounting/Taxation/Auditing Research Seminar	3
LWMS 501 Business Law I	3
LWMS 502 Business Law II	3
II. Concentration in Professional Accounting (18 semester hours)	
ACMS 508 Government and Not-For-Profit Accounting	3
ACMS 510 Accounting Information Systems	3
ACMS 512 Basic Taxation for Accountants	3
ACMS 514 Advanced Taxation for Accountants	3
Electives (6 semester hours)	
Select two electives for any course in the business school at the 500 level except the MBA business core and MBA accounting and tax courses	6

ACCOUNTING

Course Descriptions	Semester Hours
ACCT 540 INTERNATIONAL TAXATION AND ACCOUNTING 3	
The course examines how tax structures, domestic and foreign, influence global business decisions. Emphasis is placed on investigating how tax considerations influence decisions relating to imports, exports and business site location. Cross listed with Marketing, INBS 540.	
<i>Prerequisites: ACCT 501; MBA degree students or MS in Accounting students only.</i>	
ACMS 505 FINANCIAL AUDITING 3	
Financial auditing (theory and practice), a graduate level course, encompasses the various type of engagements the certified public accountant may be asked to perform. Specifically the attest function, compilations, reviews, compliance audits, and special engagements will be addressed. The content of this course is structured for individuals who wish to enter the public accounting profession.	
<i>Prerequisite: MBA degree students or MS in Accounting students only.</i>	
ACMS 506 ACCOUNTING/TAXATION/AUDITING RESEARCH SEMINAR 3	
A graduate level course that focuses on a review of current research techniques, methodology and their application to accounting and auditing. Use of appropriate research techniques and methodology are to be used to develop/implement a required research proposal of publication caliber.	
<i>Prerequisites: ACMS 508, and 510, and 514; Accounting majors only.</i>	

ACMS 508 GOVERNMENT AND NOT-FOR-PROFIT ACCOUNTING 3

This course reviews the accounting and reporting concepts, standards and procedures applicable to the Federal government, state and local governments and not-for-profit institutions such as universities and hospitals.

Prerequisite: MBA degree students or MS in Accounting students only.

ACMS 510 ACCOUNTING INFORMATION SYSTEMS 3

Examines the theory and practice of developing and maintaining accounting based information systems. Systems development techniques, system control and documentation are emphasized. Transactional, data-based distributive and electronic data exchange concepts are developed. The auditing of computer based systems is structured.

Prerequisites: ACMS 505 and INFO 373 (Systems Analysis for Business); MBA degree students or MS in Accounting students only.

ACMS 512 BASIC TAXATION FOR ACCOUNTANTS 3

The purpose of this course is to introduce students to a broad range of tax concepts for the individual and to emphasize the role of taxation in the business decision-making process. Coverage includes on a broad basis; the framework of the tax system, factors in selecting a choice of entity, type of income, deductions and losses, types of distributions to owners including their tax effect, tax impact of shifting ownership, different types of corporate compensation and professional responsibilities.

Prerequisite: MS in Accounting students only.

ACMS 514 ADVANCED TAXATION FOR ACCOUNTANTS 3

The purpose of this course is to further expand on the basic concepts presented in "Basic Taxation for Accountants." Formation, operation and dissolution of sole proprietorships, C corporations, S corporations, partnerships are discussed. Coverage also includes limited liability entities, alternative minimum tax calculations for individuals and corporations, related party transactions, estate and gift tax, fiduciary accounting, tax planning and ethics.

Prerequisites: ACMS 512; MS in Accounting students only.

LWMS 501 BUSINESS LAW I 3

The course introduces the student to the legal and regulatory environment of business and studies the law of contracts, agency and partnerships.

Prerequisite: MBA degree students or MS in Accounting students only.

LWMS 502 BUSINESS LAW II 3

The course introduces the student to the law of corporations, commercial paper, bailments, sales and secured transactions.

Prerequisite: MBA degree students or MS in Accounting students only.

ANTHROPOLOGY

Chairperson: Dr. Kenneth Brook

Program Coordinator: Dr. Andrew H. Maxwell

COMBINED BACHELOR AND MASTER OF ARTS IN PRACTICAL ANTHROPOLOGY

THE PROGRAM

The five-year combined undergraduate and graduate program in practical anthropology culminating with the MA degree provides an integrated undergraduate and graduate education in anthropology. Its primary objective is to provide students with the knowledge, skills and experience to pursue careers in applied anthropology. Along with the applied focus, the program maintains anthropology's holistic tradition of integrating biological, archaeological, linguistic, and cultural approaches to understanding human behavior.

CAREER OPPORTUNITIES

- Museum curating;
- Historical preservation and reconstruction;
- Government and private planning and research agencies;
- International relations organizations;
- Public interest organizations, community planning;
- Medical and mental health programs;
- Helping professions;
- Market research, consumer affairs.

PROGRAM OBJECTIVES

- To familiarize students with anthropology's five major subfields: archaeology, biological anthropology, linguistics, cultural anthropology and applied anthropology.
- To foster cultural sensitivity by addressing basic uniformities in human concerns and diverse cultural practices.
- To introduce students to the applications of anthropology in contemporary affairs, and to the contexts within which practicing anthropologists function.
- To instruct students in the qualitative and quantitative methods used by practicing anthropologists.
- To provide specialized preparation for students in needs and impact assessment, program evaluation, policy development, communication and mediation, and cultural resource management.

- To provide actual field experience in the practice of anthropology by placing students in regional public and private agencies, where under faculty guidance and agency supervision, they assume responsibility for completing a significant project.
- To educate students about career opportunities in applied anthropology and the best strategies to be used in marketing their skills and experience.

ADMISSION TO THE PROGRAM

The needs of graduate applicants are reviewed on an individual basis to insure that prerequisites for successful completion of the program are satisfied. Every effort is made to minimize the number of undergraduate courses required of entering new students. During the final year of the program, each student conducts an apprenticeship in an actual work setting. To be awarded the MA in Practical Anthropology, students must achieve a minimum 3.0 average, and complete a treatise based upon the apprenticeship experience. Students interested in this innovative and comprehensive program are advised to contact the department chair or program coordinator for further information.

PROGRAM OVERVIEW

In combination, undergraduate and graduate course work in anthropology includes the following areas: basic core courses; practical anthropology; theory and methods in anthropological research and practice; urban anthropology; culture change; quantitative methods; computer applications; non-Western cultures; and topical courses related to the student's career interests. Apprenticeship and treatise requirements are fulfilled in cooperation with faculty advisors.

REQUIREMENTS FOR THE COMBINED BACHELOR AND MASTER OF ARTS IN PRACTICAL ANTHROPOLOGY

	Semester Hours
I. Required Courses:	
A. Core Courses (12 semester hours)	
ANTH 100 Cultural Anthropology	3
ANTH 101 Physical Anthropology	3
ANTH 102 Anthropological Linguistics	3
ANTH 103 Prehistoric Archaeology	3
B. Track Courses (18 semester hours)	
Undergraduate (12 semester hours)	
ANTH 201 Contemporary Practical Anthropology	3
ANTH 210 Urban Anthropology	3
ANTH 300 Methods in Anthropological Research and Practice	3
ANTH 401 Seminar in Anthropological Theory	3

	Graduate (6 semester hours)	
	ANTH 550 Culture Change	3
	PRAN 531 Regional Studies in Practical Anthropology	3
	C. Quantitative Methods (4 semester hours)	
	SOCI 240 Statistics for Social Research	4
II.	Ethnology Requirement (6 semester hours)	
	ANTH 110 Anthropology of Multicultural America	3
	ANTH 115 Cultures of the Middle East	3
	ANTH 120 Native North Americans	3
	ANTH 130 Cultures of Southeast Asia	3
	ANTH 140 Non-Western Contributions to the Western World	3
	ANTH 150 Native Latin Americans	3
	ANTH 170 Peoples of Africa	3
III.	Topical Anthropology Courses (12 semester hours)	
	Undergraduate courses (6 semester hours)	
	ANTH 220 American Folk Culture	3
	ANTH 230 Conflict and Violence	3
	ANTH 240 Human Variation	3
	ANTH 270 Archaeology of Ancient Middle America	3
	ANTH 330 Anthropology of Food and Nutrition	3
	ANTH 350 Anthropology of Aging and the Aged	3
	ANTH 370 Experimental Archaeology	3
	ANTH 380 Anthropology of Women	3
	ANTH 405 Psychological Anthropology	3
	ANTH 412 Cultural Ecology	3
	ANTH 414 Selected Issues in Anthropology	3
	ANTH 425 Anthropology of Religion	3
	ANTH 430 Field Methods in Linguistics	3
	ANTH 440 Medical Anthropology	3
	ANTH 460 Field Methods: Visual Anthropology	3
	ANTH 470 Field Methods in Archaeology	3
	ANTH 480 Independent Research in Anthropology	3
	Graduate courses (6 semester hours)	
	ANTH 510 Ethnology	3
	ANTH 520 Anthropology and International Communication	3
	ANTH 530 Development Anthropology	3
	ANTH 538 Ethnopsychology	3
	ANTH 540 Anthropology of Cities	3
	ANTH 547 Woman: A Cross-Cultural Perspective	3
	ANTH 560 Applied Medical Anthropology	3
	ANTH 570 Prehistoric North America	3
	ANTH 601 Independent Anthropological Research	3
IV.	Collateral Courses (18 semester hours - see advisor)	
	Five (5) undergraduate courses	15
	One (1) graduate course	3

V.	Apprenticeship (24 semester hours)	
PRAN 420	Pre-Apprenticeship in Anthropology I	3
PRAN 430	Pre-Apprenticeship in Anthropology II	3
PRAN 520	Apprenticeship in Anthropology	9
PRAN 620	Post-Apprenticeship in Practical Anthropology	9

ANTHROPOLOGY

Course Descriptions

Semester Hours

PRAN 420 PRE-APPRENTICESHIP IN ANTHROPOLOGY I 3

Identification of an applied research problem suitable for the apprenticeship, formulation of a set of research objectives, and review of the appropriate literature.

Prerequisite: ANTH 300.

PRAN 430 PRE-APPRENTICESHIP IN ANTHROPOLOGY II 3

Building on their knowledge of applied anthropology topics, selection of a research topic, and literature review in PRAN 420, this course provides students with instruction regarding the process of research site selection and project design. Students identify potential organizations for eventual apprenticeship placement. Emphasis is placed on the systematic gathering and analysis of information about both public and private sector organizations in the greater New York/New Jersey metropolitan area. This includes initial organization visitations relative to selecting an apprenticeship setting, the identification of an applied research problem, developing an apprenticeship contract, and preliminary research project design.

Prerequisite: PRAN 420.

PRAN 520 APPRENTICESHIP IN ANTHROPOLOGY 9

As an outgrowth of their pre-apprenticeship experiences, students are required to implement their practical anthropological fieldwork projects. Under faculty guidance and agency supervision, students collect and analyze data and the write a preliminary agency report. These experiences afford students opportunities both to test their knowledge and to gain disciplined practice in their profession.

Prerequisite: PRAN 430.

PRAN 531 REGIONAL STUDIES IN PRACTICAL ANTHROPOLOGY 3

This course uses anthropological approaches to primary and secondary data sources and participatory methodologies in exploring contemporary issues in the New York-New Jersey metropolitan area. Focal issues will vary from semester to semester.

PRAN 620 POST-APPRENTICESHIP IN PRACTICAL ANTHROPOLOGY 9

The preparation and approval of a formal and systematically written monograph, based on an applied anthropology apprenticeship conducted in an agency or other appropriate setting.

Prerequisite: PRAN 520.

ANTH 510 ETHNOLOGY 3

A graduate introduction to anthropological field research, human evolution, cultural variation, and anthropological approaches to modern world problems.

ANTH 530 DEVELOPMENT ANTHROPOLOGY 3

A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.

ANTH 540 ANTHROPOLOGY OF CITIES 3

This course constitutes an examination of urbanism and the process of urbanization from a cross-cultural, comparative perspective. The course is designed to expose the student to the major conceptual models of urban communities, cities, nation states and the world system. We will study the works of scholars who have engaged in debates about these complex sociocultural formations.

ANTH 550 CULTURE CHANGE 3

Emphasis on the dynamics of cultural change and continuity. Factors and conditions which stimulate and reward culture change are reviewed. Particular attention is given to how the cultural, economic, political and social interests of major international powers produce change and conflict throughout the developing world.

ANTH 560 APPLIED MEDICAL ANTHROPOLOGY 3

This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.

ANTH 570 PREHISTORIC NORTH AMERICA 3

General background in Native American archaeology, and theory and method in this subdiscipline. Selected culture areas and problems relating to time depth, cultural interaction, and the nature of archaeological evidence north of Mexico.

ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH 3

Directed research towards the preparation of a written paper on a topic of theoretical importance in anthropology. A tutorial without formal class meetings.

Prerequisites: Departmental approval.

BIOLOGY

Chairperson: Dr. Bonnie K. Lustigman
Graduate Advisor: Dr. Ann Kindfield
Graduate Advisor: Dr. Dirk Vanderklein

The graduate programs in the Biology and Molecular Biology Department are designed to enable a student to develop his or her preparation for a career in biological fields requiring advanced training or for the teaching profession.

MASTER OF SCIENCE IN BIOLOGY

Graduate Advisor: Dr. Dirk Vanderklein

Research facilities of the Biology and Molecular Biology Department are maintained in Science Hall and include specialized equipment for molecular biology, electron microscopy, botany, microbiology, immunology, aquatic biology, tissue culture, animal behavior, and cell physiology. Additionally, the facilities at the New Jersey Marine Sciences Consortium, New Jersey School of Conservation, and other departments in the College of Science and Mathematics are available for cooperative graduate research. Faculty research interests include aquatic and terrestrial ecology, developmental biology, parasitology, microbiology, immunology, cell physiology, molecular biology, plant physiology, entomology and evolutionary mechanisms. The Biology and Molecular Biology Department has recently established a state-of-the-art molecular biology laboratory for teaching both introductory and advanced courses in molecular biology and biotechnology.

The Biology and Molecular Biology Department offers thesis and non-thesis students opportunity for graduate research under faculty supervision in selected areas of biology. Original research should not exceed 8 semester hours for thesis students and 4 semester hours for non-thesis students. Students must complete a minimum of 26 semester hours in biology and a maximum of 6 semester hours in approved electives, completing 32 semester hours in coursework.

ADMISSION REQUIREMENTS

Prior to matriculation for the Master of Science degree in biology, the student should have completed a subject matter of at least twenty-four semester hours in biology and have adequate preparation in college chemistry, mathematics and physics.

In cases where there has been a weak undergraduate program in the major and/or collateral fields, prerequisite courses, which will not count towards graduate credit, may be assigned.

The matriculation program for MS candidates is prepared in consultation with the biology graduate advisor. Changes in the program can be made only with the written approval of the graduate advisor. It is the responsibility of the student to keep the advisor informed of progress in the program.

A successful interview by the department committee is also required.

REQUIREMENTS FOR THE MASTER OF SCIENCE IN BIOLOGY

	Semester Hours
I. Required Courses:	
A. Organismic	
BIOL 520 Plant Physiology	4
<i>or</i>	
BIOL 540 Mammalian Physiology	3
B. Molecular	
BIOL 547 Molecular Biology I	3
C. Ecology	
BIOL 570 Ecology	3
II. Biology Areas of Emphasis	14-19
A. Biology Courses at Montclair State University	
B. Biology Courses at NJ Marine Sciences Consortium	(Optional 0-4)
C. Non-departmental Approved Electives	(Optional 0-6)
(With approval of graduate advisor and Graduate Studies)	
III. Research, Laboratory, or Field Requirement	
A. Thesis Option	5-8
BIOL 597 Research in Biological Literature	1
BIOL 600 Thesis Research in Biology	4-7

Preliminary Examination: Students selecting this option will be required to take a Preliminary Examination in lieu of a Comprehensive Examination. Preliminary Examination must be taken prior to submission of thesis proposal.

B. 1. Non-Thesis Research Option	5
BIOL 597 Research in Biological Literature	1
BIOL 599 Introduction to Biological Research	4
(Open only to non-thesis students.)	
2. Non-Thesis Laboratory or Field Option	4-5
BIOL 597 Research in Biological Literature	1
Approved Biology Laboratory or Field Course	3-4
(With approval of graduate advisor and Graduate Studies)	

Comprehensive Examination: All graduate students who choose the non-thesis option will be required to take the Comprehensive Examination in Organismic Biology, Molecular Biology, and Ecology

Total Credits: 32

MASTER OF SCIENCE IN BIOLOGY, BIOLOGY SCIENCE EDUCATION CONCENTRATION

Graduate Advisor: Dr. Ann Kindfield

The MS in Biology with a concentration in Biology Science Education is intended for certified Biology teachers interested in enhancing and updating their content expertise, exploring and conducting research on biology learning, and expanding their insights into pedagogy. Students will complete 32 semester hours of coursework in biology, biology education, and curriculum and teaching and/or educational foundations. Students must take a minimum of 20 credits in biology and 6 credits in College of Education and Human Services and can take a maximum of 6 credits outside the department including BIOL courses taken as a non-matriculated student, courses taken in other MSU departments, and courses transferred from other institutions. Students must receive a B or better in these courses and the credits can not have counted toward another degree.

This is a non-thesis program that can include graduate research under faculty supervision. Introduction to Biological Research (BIOL 599) as well as Research in Biological Literature (BIOL 597) within this concentration will focus on science education as it applies to Biology. Original research (BIOL 599) should not exceed 4 credits.

ADMISSION REQUIREMENTS

In addition to the admission requirements listed for the MS in Biology, candidates for admission to the Biology Science Education Concentration must have teaching certification in Biology.

REQUIREMENTS FOR THE MASTER OF SCIENCE IN BIOLOGY, BIOLOGY SCIENCE EDUCATION CONCENTRATION

	Semester Hours
I. Required Courses:	
A. Organismic	
BIOL 520 Plant Physiology	4
or	
BIOL 540 Mammalian Physiology	3
B. Molecular	
BIOL 547 Molecular Biology I	3
C. Ecology	
BIOL 570 Ecology	3
II. Required Biology Science Education Concentration (12 semester hours)	
A. BIOL 510 Biology Pedagogy for Secondary Teachers	3
B. BIOL 601 Advanced Biology Science Education Pedagogy	3
C. CURR 530 Principles of Curriculum Development	3

D. EDFD 550 Critical Thinking and Learning

OR

CURR 551 Problem Solving and Critical Inquiry in

Curriculum Development 3

III. Electives in Biology (9-10 semester hours)

It is recommended that the student select appropriate electives from the following courses reflecting the students's professional interest. Only nine credits at the 400 level may be used in the Master's program.

BIOL 512 Topics in Modern Genetics 3

BIOL 520 Plant Physiology 4

BIOL 521 Field Studies of Flowering Plants 4

BIOL 523 Mycology 3

BIOL 531 Medical Parasitology 3

BIOL 532 Advanced Entomology 3

BIOL 540 Mammalian Physiology 3

BIOL 544 Comparative Animal Physiology 4

BIOL 546 Topics in Physiology 3

BIOL 548 Molecular Biology II 4

BIOL 549 Topics in Developmental Biology 3

BIOL 550 Topics in Microbiology 3

BIOL 551 Intermediary Metabolism I 3

BIOL 552 Biology of Lipids 3

BIOL 553 Microbial Ecology 4

BIOL 554 Microbial Physiology 3

BIOL 571 Physiological Plant Ecology 4

BIOL 572 Wetland Ecology 4

BIOL 573 Shoreline Ecology 4

BIOL 599 Introduction to Biological Research 4

With the approval of the graduate advisor and the Graduate School, other 500-level courses in Biology or in other departments may be acceptable.

IV. BIOL 597 Research in Biological Literature 1

V. Comprehensive Examination

Total Credits: 32

BIOLOGY

Course Descriptions

Semester Hours

BIOL 510 BIOLOGY PEDAGOGY FOR SECONDARY TEACHERS 3

Seminar and research course designed for study of methods and practices being used in teaching of secondary school biology.

Prerequisites: 24 semester hours in biology.

BIOL 512 TOPICS IN MODERN GENETICS 3

Seminar course. Selected topics from current developments in genetic research, including chromosome and gene fine structure, extra chromosomal genetic elements, genetic engineering, and aspects of biomedical genetic research.

Prerequisites: Undergraduate course in genetics.

BIOL 513 INSTRUMENTATION AND TECHNIQUES FOR BIOLOGICAL SCIENCE 4

This course is designed to acquaint students with modern analytical and research techniques in biology, including manometry, spectrophotometry, electrophoresis, chromatography, microbial batch growth and assay techniques, immunotechniques and evaluation of experimental design and data.

Prerequisite: 24 semester hours in biology.

BIOL 514 GRADUATE SEMINAR IN BIOLOGY 2

Through a series of seminars delivered by faculty and guests, students will survey a broad range of topics in modern biology, and be introduced to the variety of specializations represented within the department. Emphasis shall be placed on recent advances in diverse areas of biology.

Prerequisites: Graduate biology majors only.

BIOL 520 PLANT PHYSIOLOGY 4

Investigation of physiology of plants. Plant growth, development and reproduction as well as the new advances in plant physiology. Water relations of plants, mineral nutrition, physiological significance of soil and soil moisture, photosynthesis, respiration, plant biosynthesis and dynamics of growth.

Prerequisites: Organic chemistry, and botany.

BIOL 521 FIELD STUDIES OF FLOWERING PLANTS 4

The taxonomy, evolutionary trends and ecological adaptations of the gymnosperms and angiosperms. A variety of habitats will be visited and analyzed.

Prerequisites: Botany and field course in biology.

BIOL 531 MEDICAL PARASITOLOGY 3

To study the phenomenon of parasitism as applied to man and his domestic animals. Areas of emphasis include specific adaptations for parasitism and transmission, effects on the host, epidemiology and control.

Prerequisite: Zoology.

BIOL 532 ADVANCED ENTOMOLOGY 3

Examination of insects as model systems for biological inquiry. Topics include an integrative treatment of insect molecular biology, genetics, physiology, behavior, evolution and ecology.

Prerequisite: Matriculation in M.S. Biology program or permission of instructor.

BIOL 533 ADVANCED CELL BIOLOGY 3

Detailed analysis of cellular structure and function. Topics to be covered include the role of subcellular organelles in maintaining cell viability, analysis of cytoskeletal components, structure and function of the plasma membrane and cellular defects that lead to cancer and other disease states.

Prerequisites: Matriculation in the M.S. Biology program or permission of instructor.

BIOL 540 MAMMALIAN PHYSIOLOGY 3

A broad survey of the physiology of mammalian systems aimed at graduate students who lack an upper-level background in physiology at the undergraduate level. The principles of homeostasis mechanisms as they apply to various organ systems will be stressed.

Prerequisite: Graduate standing, but not open to students who have completed undergraduate upper division Mammalian/Human Physiology classes.

BIOL 542 ADVANCED ENDOCRINOLOGY 3

A study of the physiology of the mammalian endocrine system with emphasis on hormonal control of homeostasis.

Prerequisite: Endocrinology and Cell Biology.

BIOL 543 ADVANCES IN IMMUNOLOGY 3

To study in detail selected topics in immunology.

Prerequisites: Immunology.

BIOL 544 COMPARATIVE ANIMAL PHYSIOLOGY 4

The physiological mechanisms involved in the varied responses of both vertebrates and invertebrates to critical fluctuations of their physico-chemical environment.

Prerequisites: Cell biology and zoology.

BIOL 545 EXPERIMENTAL ENDOCRINOLOGY 4

A seminar and laboratory course in endocrinology in which the various endocrine glands will be surgically removed or chemically destroyed and the morphologic and physiologic effects measured and observed.

Prerequisites: Endocrinology.

BIOL 546 TOPICS IN PHYSIOLOGY 3

To give the student an in-depth understanding of three specific areas of human physiology. The areas selected are those in which there is a rapidly expanding body of knowledge. The areas covered will be kidney physiology in health and disease; neurotransmitters and modulation in the central nervous system; homeostatic processes in the myocardium and blood vessel walls in health and disease.

Prerequisites: Course in physiology.

BIOL 547 MOLECULAR BIOLOGY I 3

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information.

Prerequisites: Cell Biology, and one year of organic chemistry.

BIOL 548 MOLECULAR BIOLOGY II 4

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information. The laboratory will deal with up-to-date investigative procedures via selected experiments.

Prerequisite: BIOL 547.

BIOL 549 TOPICS IN DEVELOPMENTAL BIOLOGY 3

Seminar in the regulation of developmental events, including both classical morphogenesis and recent advances using techniques of cell and molecular biology.

Prerequisites: Genetics and developmental embryology.

BIOL 550 TOPICS IN MICROBIOLOGY 3

Coverage of selected topics such as the microbial genetics, antibiotic action, bacteriophage, virus, cancer and microbial metabolism. Emphasis will be placed on practical applications of modern research in specific areas.

Prerequisites: Microbiology.

BIOL 551 INTERMEDIARY METABOLISM I 3

Discussion of interrelationships of catabolic and anabolic paths. Primary emphasis is placed on the metabolism of nucleic acids, carbohydrates, and proteins.

Prerequisite: Biochemistry and cell biology.

BIOL 552 BIOLOGY OF LIPIDS 3

Biological cycles, unity and diversity in metabolic paths, metabolic evolution, metabolic control mechanisms and other special topics. Primary emphasis is placed on the metabolism of lipids.

Prerequisite: Cell biology and organic chemistry.

BIOL 554 MICROBIAL PHYSIOLOGY 3

A study of microorganisms in terms of their morphology and metabolism. The significance of metabolic diversity and secondary metabolic products of various microorganisms will be explored through lecture topics. The economic significance of microbial metabolism in relation to industry and pathogenic diseases will be emphasized.

Prerequisites: Microbiology.

BIOL 570 ECOLOGY 3

Basic ecological principles and concepts. Habitat approach to field exercises in fresh water and terrestrial ecology. Intra- and interspecific relationships with all living members of the ecosystem, problems in plant and animal biology.

Prerequisites: Botany and Zoology.

BIOL 571 PHYSIOLOGICAL PLANT ECOLOGY 4

The effects of soil, light, and water on plant growth, as well as, toxic effects of metals and salinity are measured using growth chamber and greenhouse facilities.

Prerequisite: Botany and one course in field biology.

BIOL 572 WETLAND ECOLOGY 4

Important biotic, chemical and physical parameters of New Jersey's estuaries. Evolution and successional trends of estuarine communities. Ecology of individual communities studies by field trips to Delaware Bay shore and to some Atlantic coast bays, marshes and offshore barrier islands. Also offered at the New Jersey Marine Sciences Consortium.

Prerequisites: Botany, and zoology, and field biology.

BIOL 573 SHORELINE ECOLOGY 4

Community structure, trophic dynamics, species diversity and distribution of bottom dwelling organisms in relationship to their environment; lectures, laboratory work and field investigations of marine benthos. Also offered at the New Jersey Marine Sciences Consortium.

Prerequisites: Botany, and zoology, and field biology.

BIOL 574 BEHAVIORAL ECOLOGY 3

This seminar course explains the ecological consequences of animal behavior, viewed within the context of how behavior evolves and how populations adapt to their environments.

Prerequisites: Field biology and zoology.

BIOL 580 EVOLUTIONARY MECHANISMS 3

This course will provide students the opportunity to read primary resource material and interpret the findings of the data. This course will also teach students how to read, critique and present scientific data to a peer group. Students will analyze, discuss and present primary research articles with respect to scientific content, accuracy of the data and significance of the experiments.

Prerequisite: Matriculation in the M.S. Biology program or permission of instructor.

BIOL 592 GRADUATE COLLOQUIUM 1

Students in this course will read primary resource material and interpret the data. This course will also teach students how to read, critique and present scientific data to a peer group. Students will analyze, discuss and present primary research articles with respect to scientific content, accuracy of the data and significance of the experiments.

Prerequisite: Matriculation in the M.S. Biology program or permission of instructor.

BIOL 595 CONSERVATION BIOLOGY: THE PRESERVATION OF BIOLOGICAL DIVERSITY 3

This course addresses concerns about the loss of biological diversity and genetic resources through species extinctions. Students will learn about the importance of maintaining biological diversity, the problems involved in monitoring and protecting sensitive and crucial habitat, the impact of human societies on biodiversity, the alternatives to the destruction of habitat/species, the prospects of restoration, and the policies needed to prevent the loss of biological diversity. Students will also learn about population processes that are directly related to species survival. This course is cross listed with CNFS 595.

Prerequisite: Botany, and zoology, and field biology.

BIOL 597 RESEARCH IN BIOLOGICAL LITERATURE 1

To allow the student to investigate and evaluate a specific topic in biology under the supervision of a faculty member and to develop the student's skills in presenting current research in both the written and oral modes.

Prerequisites: Departmental approval.

BIOL 599 INTRODUCTION TO BIOLOGICAL RESEARCH 4

A research experience in which students will be exposed to current biologic techniques by working with scientific investigators in industry, or within the department. Students will work on projects involving research techniques, data collection and the analysis and interpretation of the data.

Prerequisites: Departmental approval.

BIOL 600 THESIS RESEARCH IN BIOLOGY 3

This course is designed to provide hands on experience in the techniques of research in a well-defined area of biology. Design of an experiment and problem solving will be emphasized.

Prerequisites: Departmental approval and culminating experience.

This course aims for the development of an understanding of the pedagogy of inquiry-based learning and of the processes of scientific investigation and reasoning, as well as other factors influencing effective teaching (e.g. equity issues, assessment methods, and communication skills). Modeling of the inquiry-based approach will be applied to a range of scientific concepts, focusing on biological concepts such as natural selection, meiosis and Mendelian genetics, and photosynthesis. As these concepts are explored, relevant science education literature will be examined in order to understand the nature of student conceptions as well as broader issues of constructivist and situated learning and implications of philosophy and sociology of science for science education.



BUSINESS ADMINISTRATION

Master of Business Administration (MBA) Director: Dr. Eileen Kaplan

THE MONTCLAIR MBA

The goal of the Montclair State University Master of Business Administration Program is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgements, and effectively implement chosen options. While the development of analytical capacities is critical, the program's structure emphasizes the development of capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The curriculum stresses the conceptual foundations of management-oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and prevalent practice builds a strong foundation for immediate application as well as post-graduate professional growth.

The Montclair MBA provides individuals the opportunity to design unique programs to meet their specific needs and interests. They may choose to concentrate in a particular area or you may select an array of advanced courses which will provide a broad, general education. Over 95 percent of the MBA classes are taught by full-time faculty with doctoral or other appropriate terminal degrees. The remaining classes are taught by persons with outstanding professional credentials. The faculty's publication interests include governmental hearings, consulting reports, etc.

The School of Business Administration invites applications from persons with baccalaureate or post-baccalaureate degrees. Because we actively seek a diverse student body, all previous academic majors are considered for admission. Both full- and part-time students are welcome. The courses are offered primarily in the evening.

CURRICULUM

The curriculum consists of 54 semester hours, of which 24 hours are devoted to a common body of knowledge, 21 hours are elected from advanced courses and 9 hours are allocated to integrating (managing the Business Environment) and capstone courses. In planning a program, keep the following in mind:

- 21 semester hours of advanced courses: a student may choose to develop an area of concentration, or choose a general program. Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. There are no rigid course requirements for any given concentration (i.e., from an area's advanced course offerings, a student may select the 9 or 12 hours which best fulfill the student's particular educational goals). Of the remaining 9 or 12 hours, no more than 6 hours may be taken in any one discipline. If a concentration is not elected, no more than 6 hours can be taken in any discipline. The only exception to this is students required to take Aggregate Economics (ECON 505) are permitted to take 6 additional hours in Economics.

- An approved undergraduate calculus course is a program prerequisite. Applicants with undergraduate records that do not include such a course will be required to complete MATH 114 Mathematics for Business II: Calculus, (3s.h.), or a similar course, prior to enrolling in INFO 501 Statistical Methods. This prerequisite calculus course does not count toward the total MBA graduate credit hours requirement.
- Students must complete the core courses prior to enrolling in the advanced courses. Exceptions are allowed only if appropriate core courses are not offered.
- All courses taken outside the School of Business must be approved by the MBA Director and the Graduate School prior to enrollment.
- All programs must be approved by the MBA Director. To qualify for graduation, you must adhere to your approved program.

ADVANCED ACADEMIC STANDING AND TRANSFER STUDENTS

Through prior academic experience, challenge examinations and/or graduate level transfer credits, the 54 semester hour MBA requirement may be reduced by a maximum of 21 semester hours. The remaining 33 semester hours must be completed at Montclair State University and must meet the following minimum requirements:

- All advanced courses must be taken at Montclair State University.

ADMISSION INFORMATION

Candidates must submit an application for graduate admission which includes:

- Two official copies of the academic transcript from each college and/or university attended.
- Scores from the Graduate Management Admission Test.
- A statement of professional objectives.
- Two letters of recommendation from persons qualified to evaluate the applicant's promise of academic achievement and potential for professional growth.
- A non-refundable fee of \$40.00 must accompany each application. Application materials must be obtained from and/or returned to:

Graduate School
College Hall, CO-203
Montclair State University
Upper Montclair, NJ 07043

Although prior work experience is not an admission requirement, it is strongly recommended for all MBA applicants.

APPLICATIONS MAY BE SUBMITTED AT ANY TIME OF THE YEAR.

GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

The GMAT is required of all students. *No application will be considered without these scores.* Under the auspices of the Educational Testing Service, the test is offered by various colleges and universities. For exact dates and locations contact:

The Education Testing Service, Box 966, Princeton, New Jersey 08541

Telephone: 1-800-GMAT-NOW (1-800-462-8669)

REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

Courses				Semester Hours	Prerequisites
I. Managerial Decision Making (9 semester hours)					
ECON	501	Economic Analysis	3	Calculus	
INFO	501	Statistical Methods	3		
INFO	503	Information Systems	3		
II. Functional Core (15 semester hours)					
ACCT	501	Financial Accounting	3	ACCT 501, ECON 501, INFO 501 INFO 501, MGMT 505	
FINC	501	Corporate Financial Management	3		
INFO	505	Production/Operation Management	3		
MGMT	505	Management Process and Organizational Behavior	3		
MKTG	501	Fundamentals of Marketing	3		
III. Advanced Courses: Managing the Business Environment (6 semester hours)					
ECON	570	Business and the Sociopolitical Environment	3		
INBS	501	International Business: Concepts and Issues	3		ECON 501,

IV. Concentration and Electives (21 semester hours)

All students must select 21 semester hours from among the advanced (non-core) courses. Students may design program concentrations to meet specific needs and interests; or, they may not choose to concentrate and select an array of courses which will provide a broad, general education. In either case, a student's program must meet breadth requirements.

Any student entering the MBA program without a course in Managerial or Cost Accounting will be required to take Managerial Accounting (ACCT 502) as an accounting concentration or advanced elective course.

Any student entering the MBA program without appropriate background in Macroeconomics will be required to take Aggregate Economics (ECON 505) as a business economics concentration or advanced elective course.

Concentrations consist of 9-12 semester hours. Of the remaining 9-12 s.h., no more than 6 s.h. may be taken in a single discipline. The only exception to this is students who are required to take ECON 505 are permitted to take six additional s.h. in Economics.

V. Capstone Course (3 semester hours)

Students must complete the business core courses and a minimum of 15 s.h. of advanced courses prior to enrolling in the capstone course.

MGMT 580 Strategy and Business Policy 3

The 54 s.h. requirement for the MBA may be reduced by a maximum of 24 s.h. through background, challenge examination and/or graduate level transfer credits not previously applied to another degree. A minimum of 30 s.h. must be completed at MSU, with the following requirements:

- at least 21 semester hours must be earned in advanced courses
- Students must complete Managing the Business Environment courses (INBS 501, ECON 570-) and the capstone course at MSU.

- If a concentration is selected, students must earn all concentration credits at MSU.

TOTAL SEMESTER HOURS 54

ADVANCED COURSES AND FIELDS
OF CONCENTRATION

Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. The following course groupings provide an approximate guide to the types of subjects considered complementary to the various noted fields. In all cases, your program must be approved by the MBA Director prior to enrolling in advanced courses.

Accounting

This field of concentration is designed to prepare students for careers in accounting and financial management. It also will enhance the accounting knowledge of students whose career objectives include financial analysis and/or general management. A typical program would emphasize courses in financial and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- ACCT 502 Financial Institutions and Monetary Policy
- ACCT 520 Contemporary Issues in Financial Accounting I
- ACCT 521 Contemporary Issues in Financial Accounting II
- ACCT 523 Accounting for Business Combinations
- ACCT 524 Auditing Concepts and Techniques
- ACCT 525 Fundamentals of Federal Taxation
- ACCT 540 International Taxation and Accounting

To be eligible to sit for the Certified Public Accountant (CPA) examination, students must have a baccalaureate degree with at least 60 semester hours of liberal arts courses

and the following semester hours of undergraduate and/or graduate credit:

- 24 semester hours of Accounting,
- 6 semester hours of Business Law,
- 6 semester hours of Economics,
- 6 semester hours of Finance, and
- 18 semester hours of related business courses

There are additional requirements. For further information contact the MBA Director.

Business Economics

This area prepares students to perform certain economic analyses for business or government (e.g., developing forecasts, cost-benefit analyses, public policy analyses, etc.). Students are provided with an institutional and theoretical understanding of the economic environment within which business and government form decisions. Topics include theories of pricing; the analysis of market demand; the economic role of money, credit, the Federal Reserve System, and Treasury Operations; the factors comprising aggregate demand and how they interact to determine employment, output and level of prices; the economic impact of international activity, etc. Also of importance is the development of an understanding of how governmental policies affect business performance. A typical program would emphasize courses in finance and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- ECON 502 Financial Institutions and Monetary Policy
- ECON 503 Economic Problems of the Third World
- ECON 505 Aggregate Economics
- ECON 508 Economics of Public Management
- ECON 510 Urban Economics: Problems and Policy
- ECON 533 Corporations and International Financial Markets
- ECON 541 Foundations of Contemporary Economic Thought
- ECON 542 Economic Fluctuations and Forecasting
- ECON 543 United States and the International Economy
- ECON 544 Government and Business
- ECON 545 Economics of Labor
- ECON 550 Technical Change and International Competition

Finance

This field prepares students for careers in the financial management of business and financial intermediaries (e.g., commercial banks, savings and loan institutions, investment banking, etc.). It also provides an excellent preparation for careers in brokerage and bond houses, financial counseling, and investment counseling. To develop an understanding of the role of finance in the administrative decision-making process, the field provides students with a knowledge of mechanisms, operations, and institutions of the financial system. A typical program would emphasize courses in accounting, business economics and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- FINC 551 Investments, Portfolios and Security Analysis
- FINC 552 International Financial Policy
- FINC 553 Financial Derivatives
- FINC 554 Advanced Financial Policy
- FINC 570 Case Studies in Financial Management
- FINC 576 Financial Innovations: Instruments and Institutions

International Business

The graduate International Business concentration is designed to provide a comprehensive educational experience for those with career paths leading to self-employed entrepreneurship as well as instilling entrepreneurial skills and capabilities in those responsible for managing global corporate enterprises. As a means of achieving cross-functional integration among the disparate international business functions, the concentration draws faculty from each department working together to address the strategic imperatives necessary in realizing sustainable competitive advantage. Building on a team-taught introductory foundation course (required in the common core). Students may select any 9 or 12 semester hour electives chosen from among the courses listed below. This concentration provides distinctive competitiveness resulting from the ancillary support structures at the School as well as University levels. The Center for International Business, the International Trade Counseling Center (ITCC) and the Center for Economic Research on Africa (CERAF) are complemented by the University's Global Education Center in offering myriad conferences, seminars and workshops for business practitioners thus enabling the graduate student to enhance her/his expertise in a more applied fashion in the industry and corporate levels while gaining relevant networking contacts. Additionally, students may be granted assistantships to work with faculty engaged in consultancy to regional businesses, i.e., INBS 575 and INBS 577.

INBS	511	Issues in International Management
INBS	530	Export Management
INBS	533	Corporations and International Financial Markets
INBS	540	International Accounting and Taxes
INBS	552	International Financial Policy
INBS	575	Selected Topics in International Business
INBS	577	Independent Study in International Business
INBS	592	International Marketing Management

Management

This field is designed for students preparing for managerial and leadership careers in organizations. The courses provide education in organization theory and behavior, and the management of human resources. In all areas the emphasis is upon developing a thorough comprehension of potential management problems and the effectiveness and limitations of analytical techniques employed in their solution. Courses include such topics as: employee motivation, group behavior, international business management, cross-cultural management, leadership and behavior, entrepreneurship and small business management, etc. A typical program would include courses in all other areas (i.e., accounting, business economics, finance, and marketing) and 9 or 12 hours chosen from among the following courses:

MGMT	510	Human Resource Management
MGMT	511	Issues in International Management
MGMT	512	Organizational Development
MGMT	513	Leadership and Behavior
MGMT	520	Managing Global Diversity
MGMT	525	Entrepreneurship and Small Business Management

Management Information Systems

The Management Information Systems concentration is designed for students preparing careers in management information systems. In addition to the common body of knowledge required in the MBA program, this concentration provides additional depth in analytical methods and techniques for business decision making and problem solving, and information systems applications in business. Courses include such topics as: decision support and expert systems for business, business data communications and networks, database systems for business, business systems analysis and design, etc. A typical program would include courses in other areas and 9 or 12 hours chosen from among the following courses:

- INFO 521 Decision Support and Expert Systems for Business
- INFO 522 Business Data Communications and Networks
- INFO 523 Database Systems for Business
- INFO 524 Business Systems Analysis and Design
- INFO 575 Independent Study in Information systems
- INFO 577 Selected Topics in Information Systems
- CMPT 505 Fundamentals of Computer Science I

Marketing

The Marketing concentration is designed to meet the needs of students interested in pursuing careers in a variety of marketing functions (e.g., product planning, marketing research, sales management, advertising, marketing planning, etc.). The courses are designed to provide students with a firm knowledge of the institutional and analytical aspects of the subject with a strong emphasis on decision making strategies and the development of solutions to practical marketing problems. A typical program would emphasize courses in business economics, management, and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- MKTG 530 Export Management
- MKTG 591 Consumer/Buyer Behavior
- MKTG 592 International Marketing Management
- MKTG 593 Product Planning/New Product Management
- MKTG 594 Marketing Research and Information Systems
- MKTG 595 Marketing Management

BUSINESS ADMINISTRATION

Course Descriptions

ACCOUNTING COURSES

	Semester Hours
ACCT 501 FINANCIAL ACCOUNTING	3
A study of basic accounting concepts and their significance to the financial analyst and manager. Problems relating to income determination, valuation, reporting and analysis are stressed. Alternative conceptual foundations of reporting standards are presented and evaluated.	
<i>Prerequisite: M.B.A. degree students only.</i>	

ACCT 502 MANAGERIAL ACCOUNTING**3**

This course examines the development of theory, concepts and practices of providing information for use within the organization. Cost concepts and classifications schemes, the use of accounting information for internal decision making, static and flexible budgeting for managerial control and activity based costing techniques are among the topics covered.

Prerequisites: ACCT 501, and ECON 501; M.B.A. degree students only.

**ACCT 520 CONTEMPORARY ISSUES IN
FINANCIAL ACCOUNTING I****3**

The course builds on material presented in the financial accounting course ACCT 501. Students should gain an improved understanding of the techniques and underlying rationale of methods used to accumulate financial and operating data. Also improves skill in analyzing information provided in annual financial reports.

Prerequisites: ACCT 501; M.B.A. degree students only.

**ACCT 521 CONTEMPORARY ISSUES IN
FINANCIAL ACCOUNTING II****3**

Continuation of Contemporary Issues in Financial Accounting I. Enables students to acquire an improved understanding of the composition and significance of various segments of the balance sheet, especially non-current assets, non-current liabilities, stockholders' equity, and statement of cash flow.

Prerequisites: ACCT 520; M.B.A. degree students only.

ACCT 523 ACCOUNTING FOR BUSINESS COMBINATIONS**3**

Presents the conceptual foundations and current reporting practices of accounting for business combinations. Purchase and pooling methods of accounting for business acquisitions and preparation of consolidated financial statements are extensively covered.

Prerequisites: ACCT 520; M.B.A. degree students only.

ACCT 524 AUDITING CONCEPTS AND TECHNIQUES**3**

A course in auditing principles, theory, design, and techniques. Theory, practice and techniques are integrated through the use of current auditing problems and student performance of a simulation audit of selected financial statement data.

Prerequisites: ACCT 520; M.B.A. degree students only.

ACCT 525 FUNDAMENTALS OF FEDERAL TAXATION**3**

The development and use of principles and concepts of federal tax laws affecting non-business entities. Analysis of internal revenue code and regulations as well as pertinent cases in the areas of gross income. Characterization of gains and losses, taxpayer status, and deductions will be studied.

Prerequisites: ACCT 501; M.B.A. degree students only.

ACCT 540 INTERNATIONAL TAXATION AND ACCOUNTING**3**

The course examines how tax structures, domestic and foreign, influence global business decisions. Emphasis is placed on investigating how tax considerations influence decisions relating to imports, exports, and business site locations. Cross listed with Marketing, INBS 540.

Prerequisites: ACCT 501; M.B.A. degree students or M.S. in Accounting students only.

ACCT 575 INDEPENDENT STUDY IN ACCOUNTING 1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

Prerequisite: Departmental approval.

ACCT 577 SELECTED TOPICS IN ACCOUNTING 3

An in-depth study of a selected topic, issue, problem or trend in accounting. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: M.B.A. degree students only.

BUSINESS ECONOMICS COURSES

ECON 501 ECONOMIC ANALYSIS 3

The resource allocation and distribution of income implications of a market oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand, and, the theoretical cost structure of firms.

ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3

This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy. This course is cross listed with FINC 502

Prerequisites: ECON 501 and 505.

ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3

A survey of major economic problems of the Third World; examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between First and Second Worlds with the Third World.

Prerequisite: ECON 501.

ECON 505 AGGREGATE ECONOMICS 3

This course develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models the course examines current research and reviews the economy's recent macroeconomic performance.

ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3

Application of capital theory in the decision-making processes of government. Alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific applications of project analysis in the area of physical and human resource management such as water resource management, public health, and education.

Prerequisite: ECON 501.

ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3

This course studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and non-market phenomena.

Prerequisite: ECON 501.

ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Marketing, INBS 533.

Prerequisite: ECON 501.

ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; the uses and limitations of economic theory.

Prerequisite: ECON 501.

ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod Domar model and other modern theories of growth.

Prerequisites: ECON 501 and 505.

ECON 543 UNITED STATES AND THE INTERNATIONAL ECONOMY 3

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

Prerequisites: ECON 501 and 505.

ECON 544 GOVERNMENT AND BUSINESS 3

The evolution of government influences on the functioning of the American economy. The causes and consequences of government regulation and control. The importance of economic analysis in the foundation of public policies.

Prerequisites: ECON 501.

ECON 545 ECONOMICS OF LABOR 3

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits and industrial peace.

Prerequisite: ECON 501.

ECON 550 TECHNICAL CHANGE AND INTERNATIONAL COMPETITION 3

This course will discuss the theory productivity and technical change in the context of declining performance of U.S. manufacturing. It will focus attention on the nature of international competition and its effects on manufacturing productivity growth in the U.S. based on the analysis, a tentative set of policy suggestions will also be offered at the end for restructuring U.S. manufacturing sector and strengthening its competitive base.

Prerequisites: ECON 501.

ECON 570 BUSINESS AND THE SOCIOPOLITICAL ENVIRONMENT 3

This course studies the increasingly complex set of interrelationships among business, government and other interest groups in the public policy process. It explores the economic and legal environment, and the social and political factors which affect organizations. A series of current corporate and public policy problems are discussed in order to raise major issues, including ethical issues, involved in managing the corporation's relationships with its many publics.

Prerequisites: Completion of the Functional Core and a minimum of 12 semester hours of concentration and elective courses; M.B.A. students only.

ECON 575 INDEPENDENT STUDY IN ECONOMICS 1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

ECON 577 SELECTED TOPICS IN ECONOMICS 3

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisites: ECON 501 and 505.

FINANCE COURSES

FINC 501 CORPORATE FINANCIAL MANAGEMENT 3

An introductory course in corporate financial management which provides students with an understanding of the fundamental concepts of modern finance from an analytical and quantitative perspective and serves as a foundation course for further work in finance. The course stresses: valuation; capital budgeting decisions; capital structure and dividend decisions.

Prerequisite: ACCT 501, and ECON 501, and INFO 501; M.B.A. degree students only.

FINC 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3

This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy. This course is cross listed with Economics and Finance, ECON 502.

Prerequisites: ECON 501 and 505.

FINC 551 INVESTMENTS, PORTFOLIOS AND SECURITY ANALYSIS 3

Develops the analytical methods relevant to investment management. Techniques are presented for the evaluation of corporate equity, debt, and other securities. Portfolio theory is presented in the context of formulating and managing appropriate asset portfolios.

Prerequisite: FINC 501.

FINC 552 INTERNATIONAL FINANCIAL POLICY 3

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning. Cross listed with Marketing, INBS 552.

Prerequisite: FINC 501.

FINC 553 FINANCIAL DERIVATIVES 3

This course extends the array of financial instruments covered in the initial investment course to include modern hedging instruments such as futures, options and swaps. Included is a description, analysis, and use of these instruments by corporations, banks, and investors.

Prerequisite: FINC 551.

FINC 554 ADVANCED FINANCIAL POLICY 3

Focuses on the application of valuation, investment, financing and dividend decisions to case studies. It examines various practical problems in capital budgeting, the valuation of different kinds of debt and options, and financial planning and strategy.

Prerequisite: FINC 501.

FINC 570 CASE STUDIES IN FINANCIAL MANAGEMENT 3

Emphasizing the central theme of value creation and capital market efficiency that reappear throughout the course, students will analyze through a case-study method the way in which the subjects of financial analysis and forecasting, the cost of capital, capital budgeting, the management of shareholders equity and corporate debt, innovative financial instruments, and corporate restructurings (including mergers and buyouts) contribute to creating firm value.

Prerequisites: FINC 501 and FINC 551 or FINC 552 or FINC 554.

FINC 575 INDEPENDENT STUDY IN FINANCE 1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

Prerequisite: Departmental approval.

FINC 576 FINANCIAL INNOVATIONS: INSTRUMENTS AND INSTITUTIONS 3

Designed to describe and analyze the new developments in the field of finance - corporate, international and financial markets and institutions - that have appeared over the last five years and the possible directions for the future. The content of the course is intended to be dynamic rather than static, as new financial instruments and institutions are introduced into this fast changing field.

Prerequisites: FINC 551 and FINC 552, or FINC 551 and FINC 554, or FINC 552 and 554.

An in-depth study of a selected topic, issue, problem or trend in finance. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: Departmental approval.

INTERNATIONAL BUSINESS COURSES

INBS 501 INTERNATIONAL BUSINESS: CONCEPTS AND ISSUES 3

Provide a conceptual and analytical framework of the nature, the process and organizational aspects of the international business. Business students will acquaint with the dynamics of global business environment, international competition in the domestic and foreign markets and strategic issues relating to international business. The course will provide basics in international economics, foreign exchange, monetary systems and financial markets, the role of multinationals, international marketing and logistics, taxation and accounting systems, cultural challenge, management styles and practices across the nations.

Prerequisite: ECON 501; M.B.A. degree students only.

INBS 511 ISSUES IN INTERNATIONAL MANAGEMENT 3

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with Management, MGMT 511.

Prerequisites: ECON 505 and INBS 501.

INBS 520 MANAGING GLOBAL DIVERSITY 3

The objective of the course is to increase knowledge about managing global diversity in organizations. The course provides a framework for understanding how individual, group and organization factors impact global businesses and how organizations respond to them. Some focus will be placed on understanding gender and minority/majority issues within this context. Practical application, case analysis, and effective management practices of international companies are emphasized. Cross listed with Management, MGMT 520.

Prerequisite: MGMT 505 and INBS 501.

INBS 530 EXPORT MANAGEMENT 3

To familiarize MBA students of export policies, programs and procedures and develop export/import management skills. The students will become knowledgeable about global sourcing, negotiation, pricing, export/import financing, documentation, international tenders and bidding, logistics and distribution. Cross listed with Marketing, MKTG 530.

Prerequisite: INBS 501.

INBS 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Economics and Finance, ECON 533.

Prerequisite: INBS 501.

INBS 540 INTERNATIONAL TAXATION AND ACCOUNTING 3

This course examines how tax structures, domestic and foreign, influence global business decisions. Emphasis is placed on investigating how tax considerations influence decisions relating to imports, exports, and business site locations. Cross listed with Accounting, Law, and Taxation, ACCT 540.

Prerequisite: ACCT 501 and INBS 501.

INBS 550 INTERNATIONAL BUSINESS STUDY ABROAD 3

This course is designed to prepare students to succeed in the global business environment by providing direct contact with foreign firms and governmental agencies through an international travel experience. Students will have a focused encounter with managers and markets outside the U.S., enabling practice of inter-cultural and inter-personal skills in foreign settings and the consideration of alternative business norms. Examination of personnel practices financial/accounting, retail, promotional, and marketing situations will enlarge perceptions of global business realities. Students will assimilate their travel encounters abroad through selected readings, cases, video tapes, and group discussions.

Prerequisite: INBS 501.

INBS 552 INTERNATIONAL FINANCIAL POLICY 3

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning. Cross listed with Economics and Finance, FINC 552.

Prerequisite: INBS 501.

INBS 575 INDEPENDENT STUDY IN INTERNATIONAL BUSINESS 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in international business. Written permission of the instructor, appropriate department chair, and the MBA director must be secured prior to enrolling in this course. This course may be repeated once for a total of six credits.

Prerequisites: INBS 501; departmental approval.

INBS 577 SELECTED TOPICS IN INTERNATIONAL BUSINESS 3

An in-depth study of a selected topic, issue, problem or trend in international business. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book. This course may be repeated once for a total of six credits.

Prerequisite: INBS 575; departmental approval.

INBS 592 INTERNATIONAL MARKETING MANAGEMENT

An examination of the various multinational and transnational issues confronting business organizations marketing products and services in overseas markets. Attention will be focused on problems such as identifying and evaluating markets, adapting marketing strategies to specific market needs and coordinating strategies in world markets. Cross listed with Marketing, MKTG 592.

Prerequisite: INBS 501.

MANAGEMENT COURSES

MGMT 505 MANAGEMENT PROCESS AND ORGANIZATIONAL BEHAVIOR **3**

Review of classical and modern approaches to the managerial process as it relates to the manager's functions of planning, organizing, staffing, leading, and controlling. These reviews will be tied to the open-system model and the contingency approach as an overall framework for understanding the management of organizations.

Prerequisite: M.B.A. degree students only.

MGMT 510 HUMAN RESOURCE MANAGEMENT **3**

This course examines how managers can utilize modern human resource practices in order to improve company performance and efficiencies. Topics include staffing for quality, outsourcing, use of core and contingent workforce, managing workforce commitment and performance, legal issues, managing careers, and reward systems. A case study approach is used.

Prerequisite: MGMT 505.

MGMT 511 ISSUES IN INTERNATIONAL MANAGEMENT **3**

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with Marketing, INBS 511.

Prerequisites: ECON 501 and 505; FINC 501; MGMT 505; MKTG 501.

MGMT 513 LEADERSHIP AND BEHAVIOR **3**

The purpose of the course is to help students understand leadership behavior. The course reviews current theoretical and empirical literature from the behavioral sciences as it relates to leadership. Topics covered include leadership styles, power and leadership, leader-follower interactions, and the manager as leader.

Prerequisite: MGMT 505.

MGMT 520 MANAGING GLOBAL DIVERSITY **3**

The objective of the course is to increase knowledge about managing global diversity in organizations. The course provides a framework for understanding how individual, group and organization factors impact global businesses and how organizations respond to them. Some focus will be placed on understanding gender and minority/majority issues within this context. Practical application, case analysis, and effective management practices of international companies are emphasized. Cross listed with Marketing, INBS 520.

Prerequisite: MGMT 505.

MGMT 525 ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT **3**

This course is for students who want to start their own businesses or initiate new ventures in existing corporations. Topics include the importance of entrepreneurship in the United States, identifying business opportunities and formulating business plans.

Prerequisites: MGMT 505, and MKTG 501, and ACCT 501.

MGMT 575 INDEPENDENT STUDY IN MANAGEMENT**1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

MGMT 577 SELECTED TOPICS IN MANAGEMENT**3**

An in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

MGMT 580 STRATEGY AND BUSINESS POLICY**3**

The focus of this course is on actual business situations and their impact on the total organization including the role of top management in dealing with these problems. The structure of the course is based on the strategic management process which includes identification, evaluation and implementation of policy and strategy.

Prerequisite: Completion of the Business Core and a minimum of 12 semester hours of advanced courses; M.B.A. students only.

MANAGEMENT INFORMATION SYSTEMS COURSES**INFO 501 STATISTICAL METHODS****3**

Introduction to statistical techniques with applications in business decision making and problem solving. Topics include descriptive statistics, probability distributions, statistical estimation and hypothesis testing, regression and correlation, and introduction to analytical statistical methods including control charts.

Prerequisite: Course in undergraduate calculus; M.B.A. degree students only.

INFO 502 OPERATIONS RESEARCH**3**

A presentation of many of the applied mathematical techniques used to help make business decisions. Topics include the theory of decisions, linear programming, network analysis, queuing, Markov processes, and simulation.

Prerequisite: INFO 501.

INFO 503 INFORMATION SYSTEMS**3**

Examines the information requirements of an organization. The differences in the kinds of information needed at the various organizational levels (operational, administrative and strategic) are emphasized. How to plan and implement a comprehensive information system is discussed as well as methods to measure its effectiveness.

Prerequisite: M.B.A. degree students only.

INFO 505 PRODUCTION/OPERATION MANAGEMENT**3**

Emphasizes human and mechanical productivity in planning a comprehensive and effective production or operations system. Employs a case approach to the study, formulation and solution of business problems through the application of managerial, quantitative and information systems methodology.

Prerequisites: INFO 501, 503, MGMT 505; M.B.A. degree students only.

INFO 513 EMERGING TECHNOLOGIES IN MANAGEMENT INFORMATION SYSTEMS 3

This course is designed to increase awareness of emerging technologies in information systems within a global business environment through research both on-line using the Internet and off-line using the library. The course is also designed to strengthen oral and written presentation skills. Results of research on selected topics are presented in three formats: through oral presentations with computer-generated screen shows, through a multi-format report, and by accessing information from students' Web pages. Emphasis is on the class as a team, integrating knowledge and sharing research results.

INFO 514 MANAGEMENT AND THE COMPUTER 3

Study of computers and their use as management tools in information systems, research, control procedures, production, finance, modeling, and decision making. Topics include description of end application of different hardware and software components and programming concepts. Computer cost benefit analysis in all of the above and in systems applications.

Prerequisites: INFO 503, MGMT 505.

INFO 521 DECISION SUPPORT AND EXPERT SYSTEMS FOR BUSINESS 3

Introduction to the fundamental principles, techniques and business applications of decision support systems (DSS) and expert systems (ES) from a managerial perspective. Provides practical knowledge of the ways to utilize decision support systems and expert systems to solve business problems involving complex decision-making processes.

Prerequisite: INFO 503.

INFO 522 BUSINESS DATA COMMUNICATIONS AND NETWORKS 3

Primarily from a managerial perspective, provides a broad introduction to data communications, telecommunications networks, and business applications of telecommunications technology. While providing a reasonable foundation for appreciating technical concepts, focuses on the business aspects and practical applications of data communications and computer networks in modern organizations.

Prerequisite: INFO 503.

INFO 523 DATABASE SYSTEMS FOR BUSINESS 3

Increases an understanding of how databases are developed and managed to effectively support business information systems in organizations. Having acquired conceptual knowledge as well as practical techniques, students also gain insights into other options in database management by reviewing the latest offerings in the field.

Prerequisite: INFO 503.

INFO 524 BUSINESS SYSTEMS ANALYSIS AND DESIGN 3

Emphasis is on the application of tools and techniques of systems analysis and design, change management concepts, processes, and techniques are presented in the context of systems development projects. Pointers to managerial and organizational aspects of information technology projects are provided throughout the course. This course is for individuals aspiring to be analysts or better informed end users of information systems in business.

Prerequisite: INFO 503.

INFO 535 ADVANCED INFORMATION SYSTEMS 3

Conceptual foundations of information systems including the nature of information, the impact of information systems on the organization and managing the information services function. Explores most current technology in the area of operating systems software, including multiprocessing, multiprogramming, virtual storage and other operating systems, as well as applications software systems.

Prerequisite: INFO 503.

INFO 550 TOTAL QUALITY METHODS 3

The philosophy, tools and techniques necessary to properly manage for the control of quality production are of ever increasing importance to business and industry. Quality control, long thought of as only a tool for acceptance sampling, is now expanded and used as a means of improving all phases of any business system. For several decades, Japanese business has successfully utilized these methods to gain new inroads into international markets. This course presents the newest approaches to quality control along with adapting many of the traditional tools and methods to current problems.

Prerequisite: INFO 501.

**INFO 575 INDEPENDENT STUDY IN INFORMATION SYSTEMS 1-3
FOR BUSINESS**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

**INFO 577 SELECTED TOPICS IN INFORMATION SYSTEMS 3
FOR BUSINESS**

An in-depth study of a selected topic, issue, problem or trend in information systems for business. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: Departmental approval.

MARKETING COURSES**MKTG 501 FUNDAMENTALS OF MARKETING 3**

This business core requirement assumes little or no prior formal education in the discipline of marketing. As such, a solid introduction to the language of the discipline, body of knowledge, tools and techniques must necessarily be covered through a text and readings format supplemented with class lectures which are grounded in heavy case analysis and real-world illustrations. The pivotal distinctiveness of this graduate offering lies in drawing the student into issues that are industry and company specific (preferably drawn from the student's career related industry/company).

Prerequisite: M.B.A. degree students only.

MKTG 530 EXPORT MANAGEMENT 3

To familiarize MBA students with export policies, programs and procedures and develop export/import management skills. The students will become knowledgeable about global sourcing, negotiation, pricing, export/import financing, documentation, international tenders and bidding, logistics and distribution. Cross listed with Marketing, INBS 530.

Prerequisite: INBS 501.

MKTG 575 INDEPENDENT STUDY IN MARKETING 1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

MKTG 577 SELECTED TOPICS IN MARKETING 3

An in-depth study of a selected topic, issue, problem or trend in marketing. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: Departmental approval.

MKTG 591 CONSUMER/BUYER BEHAVIOR 3

An in-depth introduction to theories and models of how individual consumers, family units, and companies make buying decisions. Each step in the continuous decision cycle is covered in detail, in such models of consumer behavior as the high and low involvement models, information processing and attitude formation and change. Relevant psychological concepts on personality and life-style, self-concept, cognition and classical versus operant conditioning are also covered. Students also gain valuable perspective on how purchase decisions are made in their own households.

Prerequisite: MKTG 501.

MKTG 592 INTERNATIONAL MARKETING MANAGEMENT 3

This course is designed to aid students to plan and implement international marketing efforts in conjunction with global business strategy. The course will review processes of analyzing, developing, and implementing strategic marketing objectives within an international context which is now characterized by global sourcing, international alliances, highly competitive markets, regional trade areas, and multinational firms, with diminishing connection to their country of origin. Students will practice analytic techniques through research, readings, and case analysis, advancing their conceptual understanding of such issues as competitiveness, regional business clusters, and local sources of advantage. Students will learn to re-think assumptions about marketing mix factors as they apply in different cultural, political, economic, and legal environments. Cross listed with Marketing, INBS 592.

Prerequisite: MKTG 501; INBS 501.

**MKTG 593 PRODUCT PLANNING/
NEW PRODUCT MANAGEMENT 3**

This course examines product planning, new product and process development, and issues related to exploiting opportunities for successful innovation. Students will analyze product development and launch decisions through case studies, advancing their conceptual understanding of the problems and risks associated with designing new products and the importance of championing, project teams, and fast development cycle times. Students will formulate development and business plans to advance their capability of managing the marketing mix factors to increase the probability of a new product's success.

Prerequisite: MKTG 501.

A comprehensive introduction to current methods used to collect consumer, business and market data and turn it into useful information for marketing decision-makers. Major topics include: secondary studies; quantitative surveys; data analysis (coding, tabulation, basic and multivariate analytical methods); modeling and simulation techniques; and effective communication of research findings (written reports, personal presentations, computer graphics and mapping). Each graduate student is required to design and carry out an original research project on a topic of their choice. Class discussions center on practical applications of marketing research and information systems in the companies in which students are employed.

Prerequisite: MKTG 501.

MKTG 595 MARKETING MANAGEMENT

This course is designed to introduce students to market planning, strategy formation and the process of implementing strategic objectives. Students will practice analytic techniques to understand and diagnose strategic imperatives, advancing their conceptual understanding of such issues as competitiveness, core competencies, statistical planning through case analyses and writing strategic plans, learning to relate and connect marketing mix factors to other strategic objects such as continuous improvement systems. Students will be introduced to benchmarking, strategic audits, and other tools used to measure firm performance and develop world-class standards.

Prerequisite: MKTG 501.

BUSINESS EDUCATION

Chairperson: Dr. Stephen Cyrus (Acting)

Graduate Advisor: Dr. Rosemarie McCauley

The Information and Decision Sciences department prepares teachers of business education for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, candidates have an opportunity to supplement their undergraduate study and to explore advanced areas of work in accordance with their individual background, experience, achievement, and professional needs.

This is a 32-hour program which requires that candidates select six credits from a wide variety of general education courses and six credits in free electives. Of the twenty hours in the specialization, twelve hours represent required courses; the remaining eight hours allow candidates to select course alternatives from electives in business education. Research projects are planned and started in the *Introduction to Research* course and completed in the *Seminar in Business Education* course. An oral comprehensive examination based on results of the completed research project and a written comprehensive examination are an integral part of the program.

ADMISSION REQUIREMENTS

Graduate work toward the Master of Arts degree in business education presupposes the completion of an undergraduate major in business education, distributive education or the equivalent.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN BUSINESS EDUCATION

	Semester Hours
I. Basic Professional Education	6
II. Specialization	20
A. Required Courses	
INFO 504 Principles and Problems of Business Education	3
INFO 536 Introduction to Research in Business Education	3
INFO 636 Seminar in Business Education	3
At least one of the following:	
INFO 511 Improvement of Instruction in Bookkeeping, Accounting and Business Arithmetic	3
INFO 512 Improvement of Instruction in General Business Subjects	3
INFO 515 Improvement of Instruction in Keyboarding/ Typewriting and Office Procedures	3
B. Electives in Business Education	8
III. Free Electives	6

- IV. Comprehensive Examination, oral and written, given in the Fall and Spring in conjunction with INFO 636 Seminar in Business Education. Examinations are general in nature and are intended to test maturity of thought with respect to business education.

Minimum: 32 semester hours

BUSINESS EDUCATION

Course Descriptions

	Semester Hours
INFO 504 PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION	3
Survey of principles and practices. History of business education, objectives, relationship of business education to general education, trends and problems in the field. Not for MBA students except by permission of MBA director.	
INFO 506 BUSINESS EDUCATION CURRICULUM	3
Study of business education for various levels and types of schools. Evaluation of specific programs for development of improved curricula. Not for MBA students except by permission of MBA director.	
INFO 510 ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION	3
Study of problems of organizing, directing and supervising business education programs at the secondary school and collegiate levels. Not for MBA students except by permission of MBA director.	
INFO 511 IMPROVEMENT OF INSTRUCTION IN BOOKKEEPING, ACCOUNTING AND BUSINESS ARITHMETIC	3
Study of objectives, content, methods, teaching aids, and evaluation procedures. Not for MBA students except by permission of MBA director.	
INFO 512 IMPROVEMENT OF INSTRUCTION IN GENERAL BUSINESS SUBJECTS	3
The purpose of this course is to upgrade the teaching of the general business subjects. Resource units and lessons are developed. These units include performance objectives, pre-testing, learning activities, and post-testing. This course also includes a simulation/gaming component which helps to foster strategies for planning and decision making. Not for MBA students except by permission of MBA director.	
INFO 515 IMPROVEMENT OF INSTRUCTION IN KEYBOARDING/ TYPEWRITING AND OFFICE PROCEDURES	3
Study of objectives, content, methods, teaching aids, and evaluation procedures of subjects in keyboarding/typewriting and office procedures. Proficiency examinations in typewriting will be given. Not for MBA students except by permission of MBA director.	

INFO 528 FIELD STUDIES IN BUSINESS EDUCATION 3

Opportunity for the classroom teacher to evaluate some of the practices of business offices, industries and retailing organizations in the metropolitan area. Experience in planning, conducting and follow-up of field trips. Not for MBA students except by permission of MBA director.

INFO 529 PRINCIPLES OF COOPERATIVE OFFICE EDUCATION 3

Survey of principles and practices of cooperative business education. Objectives, organization, related class, placement, and supervision are investigated. Not for MBA students except by permission of MBA director.

INFO 536 INTRODUCTION TO RESEARCH IN BUSINESS EDUCATION 3

Literature and research of business education. Topics covered include: evaluation of current literature in business education research and tools used for interpreting statistical data. Student develops outline of research study to be completed in INFO 636 Seminar in Business Education. Not for MBA students except by permission of MBA director.
Prerequisite: INFO 504 and 511 or 512 or 515.

INFO 540 WORKSHOP IN BUSINESS EDUCATION 1 - 3

This course will give the business educator the opportunity to do an intensive study of a selected current issue, concern, and/or problem in Business Education. Not for MBA students except by permission of MBA director.
Prerequisite: Departmental approval.

INFO 636 SEMINAR IN BUSINESS EDUCATION 3

Matriculated graduate students in business complete research projects in business or distributive education. Prepares students for comprehensive examinations. Not for MBA students except by permission of MBA director.
Prerequisite: INFO 536.

CHEMISTRY

Chairperson: Dr. Saliya DeSilva

Graduate Advisor: Dr. Pamela Delaney

The Chemistry and Biochemistry Department offers advanced level courses in all major areas of chemistry as well as a number of highly specialized courses and individualized research opportunities. Students may selectively take a course or several courses to increase their professional competence in a particular area of chemistry and/or may elect to enroll in the Master of Science program in chemistry as outlined below.

ADMISSION REQUIREMENTS

The minimum requirements for the Graduate Division as set forth in this catalog are essential for admission to the graduate program in chemistry. When the student is admitted to the Graduate Division, the chemistry advisor will evaluate the background in chemistry, other sciences and mathematics and a specific program will be designed. An entering student should present at least twenty-four semester hours of undergraduate chemistry credits. In consultation with the chemistry advisor, a program may be designed for students with insufficient background to include prerequisites. Candidates for the master's degree in chemistry should seek the guidance of the chemistry advisor in selecting electives, and in fulfilling the research option.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN CHEMISTRY

	Semester Hours
I. Specialization	26
A. Courses in chemistry at the 500 level or above	15
B. Research: One of the following:	
CHEM 599 Graduate Literature Search in Chemistry	2
or	
CHEM 595 Graduate Research	
and	
CHEM 600 Thesis	4 or 6
C. Graduate level electives in sciences or mathematics	5 - 9
II. Graduate level free electives	6
III. Comprehensive examination	

Minimum: 32 semester hours

CHEMISTRY

Course Descriptions

	Semester Hours
CHEM 521 ADVANCED TOPICS IN INORGANIC CHEMISTRY	3
Current theories of inorganic structure, reactions and properties.	
<i>Prerequisite: One year of physical chemistry.</i>	
CHEM 525 BIOINORGANIC CHEMISTRY	3
Exploration of the vital roles that metal atoms play in biochemical processes. Transition metal interactions with proteins will be emphasized. The course will focus on the structural, regulatory, catalytic, transport, and oxidation-reduction functions of metal containing biomolecules.	
<i>Prerequisite: CHEM 341 (Physical Chemistry II) or instructor's permission.</i>	
CHEM 531 ADVANCED TOPICS IN ORGANIC CHEMISTRY	3
Modern theories of organic chemistry with emphasis on electronic theory and reaction mechanisms.	
<i>Prerequisite: CHEM 430 (Advanced Organic Chemistry).</i>	
CHEM 532 ORGANIC SYNTHESIS	3
Detailed study of the art, methods, and the philosophy of organic synthesis beginning with a review of classical and modern synthetic methods, followed by the planning theory of synthesis and culminating in a study of elegant syntheses in the literature.	
<i>Prerequisite: CHEM 430 (Advanced Organic Chemistry).</i>	
CHEM 533 BIOSYNTHESIS OF NATURAL PRODUCTS	3
A study of natural products with emphasis on the biosynthesis of primary and secondary metabolites.	
<i>Prerequisite: CHEM 430 (Advanced Organic Chemistry) or equivalent.</i>	
CHEM 534 CHROMATOGRAPHIC METHODS: THEORY AND PRACTICE	3
A combined lecture/hands-on course in the theory and practice of chromatography; including GC, HPLC, GC-MS, GPC, and SFC, as well as computerized instrument control, data acquisition, and processing.	
<i>Prerequisites: CHEM 310 (Analytical Chemistry) and 311 (Instrumental Analysis) or equivalent.</i>	
CHEM 536 NUCLEAR MAGNETIC RESONANCE: THEORY AND PRACTICE	3
A combination lecture/hands-on course utilizing the department's FTNMR's to provide students with theoretical background and practical experience in modern 1-D and 2-D FTNMR.	
<i>Prerequisites: CHEM 310 and 311 or equivalent.</i>	
CHEM 540 CHEMICAL THERMODYNAMICS	3
In-depth study of classical thermodynamics. Development of thermodynamic functions describing chemical systems in equilibrium, with emphasis on systems of variable composition.	
<i>Prerequisite: CHEM 341 (Physical Chemistry II) or instructor's permission.</i>	

CHEM 542 THEORETICAL PHYSICAL CHEMISTRY 3

Theoretical development of quantum mechanics and statistical mechanics as applied to chemistry. Application of theoretical procedures to atomic and molecular structure and bonding.

Prerequisites: CHEM 341 (Physical Chemistry II) and MATH 420 (Differential Equations).

CHEM 544 ELECTROCHEMISTRY 3

Principles and application of electrochemistry, relationship of electromechanical principles to classical thermodynamics, and practical applications of electrochemistry.

Prerequisite: CHEM 341 (Physical Chemistry II).

CHEM 546 CHEMICAL SPECTROSCOPY 3

Introduction to the theory of molecular spectroscopy.

Prerequisite: CHEM 341 (Physical Chemistry II).

CHEM 548 CHEMICAL KINETICS 3

Kinetics in its role of elucidating reaction mechanisms. Discussion of recent problems from the chemical literature including fast reactions and enzyme kinetics.

Prerequisite: CHEM 341 (Physical Chemistry II).

CHEM 550 ORGANOMETALLIC CHEMISTRY 3

The course will introduce students to organometallic chemistry, mainly involving transition metals, but also including some main group metals. The material covered will focus on the unique chemistry of these compounds and their uses in organic synthesis, material science, and as catalysts.

Prerequisites: CHEM 423 (Advanced Inorganic Chemistry) and 430 (Advanced Organic Chemistry) or equivalent.

CHEM 570 SELECTED TOPICS IN ADVANCED BIOCHEMISTRY 3

A detailed treatment of selected topics in biochemistry. Special emphasis upon recent developments. Protein structure, enzymology, metabolism, and nucleic acid chemistry are examples of topics.

Prerequisite: CHEM 470 (one semester biochemistry) or instructor's permission.

CHEM 590 SELECTED TOPICS - ADVANCED CHEMISTRY 3

An in-depth study of selected areas in either analytical, inorganic, organic or physical chemistry, with special emphasis upon recent developments in the field.

Prerequisite: CHEM 341 (Physical Chemistry II) or instructor's permission.

CHEM 595 GRADUATE RESEARCH 2 - 4

Directed individual laboratory investigation under guidance of faculty advisor. May be elected once or twice, maximum credit allowed is 4 semester hours.

Prerequisite: Completion of 12 semester hours in this graduate program; instructor's permission.

CHEM 599 GRADUATE LITERATURE SEARCH IN CHEMISTRY 2

An individual, non-experimental investigation utilizing the scientific literature.

Prerequisite: Completion of 12 semester hours in this graduate program.

CHEM 600 THESIS 2

Writing, presentation, and defense of thesis before the chemistry faculty.

Prerequisites: CHEM 595, instructor's permission.

CLASSICS AND GENERAL HUMANITIES

Chairperson: Dr. Timothy Renner

The Department of Classics and General Humanities offers graduate level courses in Latin literature and in the culture and civilization of the classical world. These courses may be elected by students who are enrolled in master's programs at Montclair as well as by post-baccalaureate students seeking to acquire teaching certification in Latin or to broaden their knowledge of classical studies and the classical tradition.

CLASSICS AND GENERAL HUMANITIES

Course Descriptions

Semester Hours

GNHU 531 SELECTED TOPICS IN ANCIENT HISTORY 3

Each offering of the course explores a selected topic centered around a period, a theme, or a question chosen from ancient Mediterranean, Western Asian, or European socioeconomic, political, or cultural history. Topics may range in time from the Bronze Age to Late Antiquity.

GNHU 551 SELECTED TOPICS IN MEDITERRANEAN ARCHAEOLOGY 3

This course consists of an in-depth study of the archaeological evidence for a selected period, region or other thematic topic within the ancient Mediterranean world broadly defined. Special attention will be given to the role which archaeology can play in reconstructing the history of past cultures and to the Mediterranean archaeologist's frequent need to try to reconcile ancient literary and epigraphical evidenced with archaeologically obtained data.

LATN 511 THE COMEDY OF PLAUTUS 3

Intensive reading and study of selected plays of Plautus with attention to language, characterization, style, structure, and metre. The literary and historical milieu of Plautine drama, including the apparatus of play production and the relationship of the comedies to contemporary social and economic history. The place of Plautus in theatre history, with special reference to Greek New Comedy, to other ancient Italic comedy, and to later European drama.

LATN 541 SELECTED TOPICS IN LATIN LITERATURE 3

Intensive reading and critical study of a selected author, genre, period, or theme in Latin literature that is not covered by a regular course. Topics will be chosen to complement other graduate course offerings in Latin and classical studies. May be repeated for credit with different topics.

LATN 584 LAW IN ROMAN SOCIETY 3

An introduction to Roman law and an examination of the interrelatedness of law and Roman society during the late Republic and the Empire. Survey of the main areas of private law: law of persons, law of things, law of obligations. Sources of law and their response to new conditions. Law as an instrument of social change. Law and daily life. Roman law in the Medieval and Modern periods.

COMMUNICATION SCIENCES AND DISORDERS

Chairperson: Dr. Joseph S. Attanasio

Graduate Advisors: Dr. Warren Heiss (Special Education/Learning Disabilities)

Dr. Claire Taub (Speech-Language Pathology)

Dr. Emma Cortese (Speech-Language Pathology)

Dr. Lucille Weistuch (Early Childhood Special Education)

Graduate students have the opportunity to specialize within the broad area of communication sciences and disorders in one of the three major concentrations: (1) Speech-Language Pathology; (2) Learning Disabilities; and (3) Early Childhood Special Education.

The mission of the Department of Communication Sciences and Disorders is to prepare speech-language pathologists, learning disabilities teacher-consultants, and special educators who meet the certification and licensure requirements of state, national, and professional agencies for work with persons having a variety of communication and learning disorders. Departmental programs stress an interdisciplinary approach to the understanding of communication and learning disorders and to the appropriate assessment of, and interventions for, those disorders. Successful students are those who have a strong understanding of the bases of clinical procedures, are able to develop and use theoretical models, can engage in reflective and analytical thinking in their professional practices, can develop professional collaborations, are able to create meaningful treatment programs, and utilize research appropriately in their work.

Students should indicate their choice of specialization at the time of advisement for matriculation.

ADMISSION REQUIREMENTS*

Speech-Language Pathology

Students wishing to matriculate in this area must have completed a bachelor's degree. Graduate students must demonstrate communication skills that will not interfere with clinical practice. A student who is judged to have questionable skills will be referred to a faculty panel for further evaluation. If necessary the student will be referred for assistance. Students requiring assistance will be reevaluated before they are allowed to enroll for clinical practica. Enrollment in clinical practica will be postponed until communication skills are judged to be sufficient.

Learning Disabilities

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate (e.g., "teacher of the handicapped"). Evidence of one year of successful teaching experience must also be provided.

Early Childhood Special Education

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate as "teacher of the handicapped."

**Note: Admissions and certification requirements are subject to change. Consult with departmental advisor*

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMMUNICATION SCIENCES AND DISORDERS

Master's degree programs consist of a minimum of 39 to 42 semester hours distributed among basic, core, and specialization courses. Some students may need to take prerequisite courses as specified by the graduate advisor.

Speech-Language Pathology

(Accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language- Hearing Association and approved by the Council for Exceptional Children.)

Semester Hours

Basic Courses: up to 12 s.h.

(Required for students with incomplete or no undergraduate background in speech-language pathology.)

CS&D	408	Phonetic Study of Speech Sounds	3
CS&D	409	Anatomy & Physiology of Speech & Hearing Systems	3
CS&D	410	Neurophysiological Bases of Communication	3
CS&D	534	Speech & Hearing Science	3

Required Courses **39**

CS&D	500	Speech & Language Acquisition	3
CS&D	511	Language Disorders of Adults	3
CS&D	512	Diagnosis in Speech-Language Pathology	3
CS&D	515	Voice Disorders	3
CS&D	517	Phonological and Articulation Disorders	3
CS&D	521	Clinical Process & Procedures in Speech-Language Pathology	3
CS&D	573	Organization & Administration of Speech & Hearing Programs	3
CS&D	576	Aural Rehabilitation	3
CS&D	583	Language Disorders of Children	3
CS&D	584	Cleft Palate and Craniofacial Disorders	3
CS&D	585	Fluency Disorders	3
CS&D	592	Research in Speech-Language Pathology	3
CS&D	598	Problems and Issues in Communication Disorders	3

Practica **3-12 s.h.**

Depending upon previous supervised clinical practice students will take, by advisement, at least one of the following:

CS&D	535	Advanced Seminar in Communication Disorders	6
CS&D	562	Intermediate Practicum in Communication Disorders	3
CS&D	599	Advanced Practicum in Speech Pathology	3

Field Placements: A public school student teaching placement will be arranged with an American Speech-Language Hearing Association (ASHA) certified clinician for those intending to obtain teacher certification. Other settings include hospitals, rehabilitation centers, speech and hearing clinics and nursing homes. ASHA certification is required of all supervisors as specified by the American Speech-Language Hearing Association. ASHA requires 350 hours of supervised experience with a variety of cases in order to obtain national certification. A similar requirement is necessary for a state license.

Teacher Certification: In addition to a student teaching placement, additional coursework related to teacher certification will be added, if necessary, in consultation with the Dean of the College of Education and Human Services.

A minimum of 42 credits will be required for the Master's degree. For those students who have deficiencies in certain skills or wish Teacher Certification, additional coursework will be required. Students who already have some of the required coursework from other institutions may transfer credits to this program in accordance with University policy. For these students, specialization electives are available.

			Semester Hours
Specialization Electives (by advisement)			
CS&D	514	Communication Disorders of the Aged	3
CS&D	523	Educational Audiology	3
CS&D	524	Evaluation and Treatment of Swallowing Disorders	4
CS&D	531	Clinical Audiology	3
CS&D	579	Special Education for Students with Disabilities	3
CS&D	594	Independent Study	1-3
CS&D	595	Medical and Physical Bases of Disabilities	3

Learning Disabilities

			Semester Hours
I.	Basic Courses		9
	*PSYC 578 Psychological Tests and Measurements		
	or		
	*ELRS 578 Testing and Evaluation		3
	CS&D 583 Language Disorders of Children		
	or		
	READ 500 Nature of Reading		3
	*PSYC 563 Theories of Learning		
	or		
	*PSYC 560 Advanced Educational Psychology		3

II.	Core Courses	9
	*CS&D 579 Special Education for Students with Disabilities	3
	*CS&D 595 Medical and Physical Bases of Disabilities	
	or	
	*PSYC 573 Physiological Psychology	3
	PSYC 564 Psychological Aspects of Disabling Conditions	
	or	
	PSYC 565 Child and Adolescent Psychopathology	3
III.	Specialization Courses	21
	*CS&D 580 Nature and Identification of Learning Problems	3
	*CS&D 581 Evaluation and Planning for Students with	
	Learning Problems	3
	*CS&D 587 Advanced Instructional Techniques for Students	
	with Learning Problems	3
	CS&D 589 Research in Learning Disabilities	3
	*CS&D 590 Practicum: Learning Disabilities Teacher-Consultant	3
	*CS&D 596 Advanced Practicum: Learning Disabilities	
	Teacher-Consultant	3
	CS&D 668 Consultation Methods in Psychoeducational Settings	
	or	
	PSYC 668 Consultation Methods in Psychoeducational Settings	3
	Total: minimum of 39 s.h.	

**Required for New Jersey certification as a Learning Disabilities Teacher-Consultant.*

Early Childhood Special Education

		Semester Hours
I.	Basic courses	9
	CS&D 504 Typical and Atypical Development: Birth to Three	3
	CS&D 505 Typical and Atypical Development: Three to Five	3
	CS&D 520 Research in Early Childhood Special Education	3
II.	Core Courses	9
	CS&D 519 Language Development in Preschool Children	
	with Disabilities	3
	CS&D 579 Special Education for Students with Disabilities	3
	CS&D 595 Medical and Physical Bases of Disabilities	3
	(Other courses may be substituted based on advisement.)	
III.	Specialization Courses	21
	CS&D 506 Assessment of Pre-School Children with Disabilities I	3
	CS&D 507 Assessment of Pre-School Children with Disabilities II	3
	CS&D 508 Assisting Families with Children with Disabilities	3
	CS&D 509 Implementing Programs for Young Children	
	with Disabilities	3
	CS&D 510 Field Experience: Early Childhood Special Education	3
	CS&D 518 Neuromotor Development of the Young Child	3
	HEFM 445 The Inner City Family	3
	Total: minimum of 39 s.h.	

Additional Department Requirements

1. Students pursuing a concentration in Learning Disabilities are required to take a qualifying examination to assess proficiency in the understanding of basic concepts, issues, and practices. This examination will be given prior to admittance into practica. Students apply for this examination in consultation with their advisor. If the examination is failed, appropriate plans of action will be developed by advisor and student to address the deficiencies.

2. Students in all concentration areas are required to complete successfully a comprehensive examination or project. Comprehensive projects and examinations are designed to give students an opportunity to demonstrate their ability to integrate major concepts while working closely with the faculty. Comprehensive projects and examinations are culminating activities in students' programs.

Note that there is a limit to the number of times a student may take the comprehensive examination. Comprehensive projects may require revisions before being accepted and there is a limit to the number of revisions allowed. Students are required to consult with their advisors for specific information on these additional department requirements.

3. Majors in Speech-Language Pathology must complete 25 hours of supervised clinical observations and a total of 350 semester hours of supervised direct clinical experience. Up to 100 hours completed as an undergraduate will be accepted toward the requirement. Majors in Learning Disabilities must complete a minimum of 150 clock hours of supervised experience. Majors in Early Childhood Special Education must complete a field experience of 75 hours. Field placement will be determined by individual interest and can be provided both on- and off-campus.

4. Courses are offered in this department that meet prerequisite requirements in Speech-Language Pathology and for admission to the graduate program.

5. Students in the Speech-Language Pathology program have the opportunity to take work, as part of their graduate studies, that meets the requirements for a New Jersey public school certification as a Speech/Language Specialist, and a New Jersey license as a Speech/Language Pathologist.

6. Admission to the program in speech-language pathology is in the fall of each academic year. Completed applications must reach the Graduate Office by March 1st of each year for admission for the following fall semester; new students may not begin the program in the spring semester. The Graduate Record Examination (GRE) must be taken no later than the December administration for consideration for the following fall semester.

7. Courses in the M.A. in Speech-Language Pathology are scheduled during the day and evening. For this reason students are expected to be available for courses at any time. Additionally, it has been the Department's position not to support the policy of employing Speech-Language Specialists on a provisional certification basis.

Post-Master's Certification Program in Learning Disabilities

A post-master's candidate seeking certification as a Learning Disabilities Teacher-Consultant must complete 30 semester hours in the areas of study listed below. Qualified students who have already earned a master's degree in education, reading, psychology, counseling, special education, or similar fields, may apply credits toward the 30 semester hours required. However, 12 semester hours must be taken at Montclair State University.

REQUIREMENTS FOR CERTIFICATE IN LEARNING DISABILITIES

The graduate advisor will examine the post-master's applicant's transcripts of master's degree and other graduate credits to determine which of the following courses may be applied toward certification for Learning Disabilities Teacher-Consultant:

A. Required Studies (not necessarily in separate courses):

	MSU Equivalent
1. Education of Students with Disabilities	CS&D 579
2. Learning Theory	PSYC 563 or 560
3. Physiological Bases of Learning	PSYC 573 or CS&D 595
4. Orientation to Psychological Testing	PSYC 578 or ELRS 578
5. Remediation of Basic Skills	CS&D 587
6. Diagnosis and Correction of Learning Disabilities	CS&D 580 and 581
7. Consultation	CS&D/PSYC 668
8. Supervised Practicum (minimum of 150 hours)	CS&D 590 and 596

B. Electives

1. Special Education	CS&D 582
2. Group Dynamics	COUN 559; PSYC 568
3. Psychopathology	PSYC 564, 565
4. Early Childhood Special Education	CS&D 506, 507
5. Growth and Development	CS&D 504, 505, PSYC 561
6. Language Development and Disorders	CS&D 519, 583
7. Reading	READ 500, 511
8. Interviewing and Counseling	COUN 550, 568, PSYC 593
9. Supervision/Administration	ELAD 510, 540, 543
10. Legal Issues	ELAD 521, LSLW 554

Each student's record will be audited by the Office of the Registrar after completing all of the 30 semester hour requirement. Students must complete the Application for Final Audit and submit it to the Office of the Registrar by the deadlines listed in the Graduate Catalog. If work has been satisfactorily completed, and all other requirements have been met, the student will be recommended for New Jersey state certification as a *Learning Disabilities Teacher-Consultant*.

The requirements for this endorsement, in addition to the completion of the prescribed academic program are:

1. A standard New Jersey instructional certificate.
2. Three years of successful teaching experience (MSU requires two letters of recommendation from a current or previous supervisor and a notarized statement verifying at least three years of full-time paid employment as a teacher.)
3. A master's degree in a related field from an accredited college or university.

COMMUNICATION SCIENCES AND DISORDERS

Course Descriptions

Semester
Hours

CS&D 408 PHONETIC STUDY OF SPEECH SOUNDS 3

The articulation of sounds of American English, developing an understanding of articulatory features using the international phonetic alphabet.

Prerequisite: Senior standing or major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 409 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING 3

The anatomical and physiological bases of respiration, phonation, articulation and resonance. The anatomy and physiology of the auditory mechanism.

Prerequisite: Senior standing or major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 410 NEUROPHYSIOLOGICAL BASES OF COMMUNICATION 3

Study of the anatomy and physiology of the nervous system as it relates to the development of hearing, vision, thought, memory and emotions, as well as the perception, processing and production of speech and language.

Prerequisite: Senior standing or major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 500 SPEECH AND LANGUAGE ACQUISITION 3

The nature of language and language development in young children. Acquisition of phonological, semantic and syntactic systems studied in framework of biological, cognitive, and linguistic theory.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 504 TYPICAL AND ATYPICAL DEVELOPMENT : BIRTH TO THREE YEARS 3

To familiarize students with the developmental stages of infants and toddlers. Particular emphasis will be placed on sensorimotor stage theory, development of the capacity for symbolic representations, and the acquisition of language. Application of developmental theory to disabled children will be discussed.

CS&D 505 TYPICAL AND ATYPICAL DEVELOPMENT : THREE TO FIVE YEARS 3

To familiarize students with the developmental tasks usually accomplished in the preschool years. Particular emphasis will be placed on the development of dialogue, on the use of language in concept development, and on the development of social, memory, perceptual, and play skills. Application of developmental theory to disabled children will be discussed.

Prerequisite: CS&D 504.

- CS&D 506 ASSESSMENT OF PRESCHOOL CHILDREN WITH DISABILITIES I 3**
- Screening for and assessment of children with disabilities from birth to age five are studied; techniques and instruments commonly used, administration and interpretation of results, and the use of data to write an effective educational programs and instructional guides are presented.
- CS&D 507 ASSESSMENT OF PRESCHOOL CHILDREN WITH DISABILITIES II 3**
- A continuation of CS&D 506; and in-depth analysis of selected assessment devices introduced in CS&D 506; a variety of instruments designed for use with infants and preschoolers will be evaluated and employed.
- Prerequisite: CS&D 506.*
- CS&D 508 ASSISTING FAMILIES WITH CHILDREN WITH DISABILITIES 3**
- Techniques to help educators assist families with children with disabilities will be presented; sensitivity to the problems of parenting, emotional and legal issues, and the development of the skills necessary for parents to set goals and facilitate the education of young children with disabilities.
- CS&D 509 IMPLEMENTING PROGRAMS FOR YOUNG CHILDREN WITH DISABILITIES 3**
- Principles of learning and instruction will be applied to developing programs for young children with disabilities; adapting major curricula and implementing individualized educational plans will be stressed.
- Prerequisite: CS&D 506.*
- CS&D 510 FIELD EXPERIENCE: EARLY CHILDHOOD SPECIAL EDUCATION 3**

Supervised experience in diverse field settings with both typical and atypical pre-school children; seventy-five (75) clock hours of fieldwork is required.

Prerequisite: Departmental approval.

- CS&D 511 LANGUAGE DISORDERS OF ADULTS 3**
- This course is devoted to an advanced study of adult aphasia and other communication disorders associated with neuropathologies of adulthood.
- Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.*

- CS&D 512 DIAGNOSIS IN SPEECH-LANGUAGE PATHOLOGY 3**
- Diagnostic procedures including tests for children and adults who have multiple disabilities and are communication disordered. Opportunities provided for interviewing parents, testing and report writing.
- Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.*

CS&D 515 VOICE DISORDERS 3

Selected disorders of voice production. Consideration given to etiology, pathology and therapy related to vocal nodules, contact ulcers, paralysis of the vocal cords and other organic voice problems. Speech rehabilitation techniques for the laryngectomized and for persons with cleft palate conditions.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 517 PHONOLOGICAL AND ARTICULATION DISORDERS 3

This course provides an in-depth study of phonological and articulation problems of children and adults with major emphasis on assessment and treatment. Consideration is given to the speech problems associated with craniofacial abnormalities, as well as to the management of dysarthria and apraxia in children and adults.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 518 NEUROMOTOR DEVELOPMENT OF THE YOUNG CHILD 3

The study of typical and atypical patterns of neuromotor organization and development, including general principles of stability, mobility, and the equilibrium as they influence postural stability is presented. Implications for the educator of young children with disabilities will be stressed.

CS&D 519 LANGUAGE DEVELOPMENT OF PRESCHOOL CHILDREN WITH DISABILITIES 3

A study of typical and atypical patterns of language development in the child from the pre-verbal period of infancy to the age of five will be undertaken.

CS&D 520 RESEARCH IN EARLY CHILDHOOD SPECIAL EDUCATION 3

Research design, statistical analysis and methods for writing a research paper are studied. Significant problems in the field of early childhood special education are investigated and discussed. Published research projects are evaluated.

CS&D 521 CLINICAL PROCESS AND PROCEDURES IN SPEECH-LANGUAGE PATHOLOGY 3

The course provides an orientation to clinical practice in speech-language pathology. The clinical process is presented as a construct which interfaces interpersonal dynamics with preferred professional practices. A decision-making continuum is applied to the interpretation of client needs as a basis for developing goals, planning treatment procedures, documenting treatment and planning for referral and/or discharge.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 523 EDUCATIONAL AUDIOLOGY 3

This course provides a basis for understanding how hearing and hearing losses have an impact on language, academic, and psychosocial development. Audiometric screening/testing, tympanometry, and central auditory processing evaluation will be presented in the context of educational planning

CS&D 524 EVALUATION AND TREATMENT OF SWALLOWING DISORDERS 4

This course is designed to provide students with the information and skills necessary to evaluate and treat swallowing disorders in pediatric and adult populations within the scope of practice for speech-language pathologists. An interdisciplinary approach is stressed. Students are given the opportunity to learn through classroom and laboratory experiences. The course meets at St. Joseph's Hospital and Medical Center in Paterson, New Jersey.

CS&D 531 CLINICAL AUDIOLOGY 3

Increases skills in administering tests for pure-tone and speech reception thresholds; evaluation and interpretation of test results and analysis of client histories. Hearing aid evaluation, measurement of recruitment and tests for psychogenic deafness and malingering; pre- and post-surgical audiometry and special problems of differential diagnosis in testing children.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 533 SUPERVISION OF SPEECH AND HEARING PROGRAMS 3

Develops skill in supervision of beginning clinicians by experienced therapists; criteria for evaluation, writing critiques and understanding interpersonal relationships that enhance teaching through criticism.

CS&D 534 SPEECH AND HEARING SCIENCE 3

Study of basic acoustics, memory, and perception. Advanced study of anatomy and physiology of the speech and hearing mechanisms. Commonly used instrumentation will be discussed.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 535 ADVANCED SEMINAR IN COMMUNICATION DISORDERS 6

Diagnostic, therapeutic and evaluative techniques employed in working with children and adults who have speech disorders of organic etiology.

Prerequisite: Departmental approval.

CS&D 562 INTERMEDIATE PRACTICUM IN COMMUNICATION DISORDERS 3

Supervised clinical practice with children and adults presenting a variety of communication disorders.

Prerequisite: Departmental approval.

CS&D 573 ORGANIZATION AND ADMINISTRATION OF SPEECH AND HEARING PROGRAMS 3

Clinical programs in the public schools and other settings. Testing, scheduling, grouping and record-keeping. The role of clinician in relation to administrators, teachers, specialists in related areas, parents and paraprofessionals.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 576 AURAL REHABILITATION**3**

Study of theory and techniques for developing speech reading and auditory training programs for individuals with hearing loss. Also considered will be basics of American Sign Language and social and vocational concerns.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 579 SPECIAL EDUCATION FOR STUDENTS WITH DISABILITIES 3

An overview of instruction for students with special needs; characteristics of special populations, federal and state legislation, educational implications of disabling conditions, principles for instruction and planning for inclusion are presented; community resources and special issues related to the education of students with disabilities are discussed.

CS&D 580 NATURE AND IDENTIFICATION OF LEARNING PROBLEMS 3

Conceptual models of learning disabilities, the evaluation process for identifying learning difficulties are presented; demonstrations of standardized and functional evaluation procedures are provided; basic training in analyzing results of evaluations and formulating individualized education plans are stressed.

Prerequisite: CS&D 579.

CS&D 581 EVALUATION AND PLANNING FOR STUDENTS WITH LEARNING PROBLEMS 3

Continuation of CS&D 580 providing advanced training in the identification of and planning for students with learning problems; models for the formulation of assessment plans, administration and analysis of diagnostic batteries, special issues in evaluation, the use of evaluation data to make decisions regarding eligibility and instructional planning are presented; case study methods are used to simulate Child Study Team practice.

Prerequisite: CS&D 580.

CS&D 582 BASIC INSTRUCTIONAL TECHNIQUES FOR STUDENTS WITH LEARNING PROBLEMS 3

Techniques for planning instruction for students with special needs; specialized methods of instruction in reading, writing, arithmetic, speaking, listening, and social skills that can be utilized in regular and special education settings are presented.

Prerequisites: CS&D 580.

CS&D 583 LANGUAGE DISORDERS OF CHILDREN 3

Psycholinguistic components of language, factors involved in language development and language disorders associated with developmental lag, childhood aphasia, deafness, retardation, and emotional problems.

Prerequisites: CS&D 500 or 580, and graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration, or Learning Disabilities concentration.

CS&D 584 CLEFT PALATE AND CRANIOFACIAL DISORDERS 3

Etiology, characteristics, and management of individuals with cleft lip, cleft palate, and other craniofacial disorders. Unit on myofunctional therapy included.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration; departmental approval.

CS&D 585 FLUENCY DISORDERS 3

Principles and methods of speech therapy with children and adults with fluency disorders. Methods of evaluation, specific techniques of speech therapy, and principles coordinating speech therapy with home and school life. Demonstrations with children and adults with fluency disorders serve as the basis for study and discussion.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration..

CS&D 587 ADVANCED INSTRUCTIONAL TECHNIQUES FOR STUDENTS WITH LEARNING PROBLEMS 3

The Learning Strategies Model for assisting students with learning problems to become independent will be used as framework; techniques for inclusion in regular educational settings, collaboration, strategies for planning instruction to meet diverse needs of students with mild disabilities, and special issues related to instruction will be presented.

Prerequisites: CS&D 581 and CS&D 582.

CS&D 589 RESEARCH IN LEARNING DISABILITIES 3

Significant problems in the field of learning disabilities are investigated, and published research projects evaluated. Critical analysis and experimental design are emphasized.

Prerequisite: Departmental approval.

CS&D 590 PRACTICUM: LEARNING DISABILITIES TEACHER-CONSULTANT 3

Supervised practice of the Child Study Team process in assessment and planning; administration of evaluation procedures and analysis of results; decision-making regarding eligibility and instructional planning, consultation and collaboration as a member of a Child Study Team will be emphasized.

Prerequisite: Departmental approval.

CS&D 592 RESEARCH IN SPEECH-LANGUAGE PATHOLOGY 3

Significant problems in the field are investigated and published research projects evaluated. Critical analysis and experimental design are emphasized.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 594 INDEPENDENT STUDY 1 - 3

Students select an area of Communication Sciences and Disorders and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation.

Prerequisite: Departmental approval.

CS&D 595 MEDICAL AND PHYSICAL BASES OF DISABILITIES 3

Critical dimensions of the neurological and biological growth in the context of developmental disabilities are discussed. The relevance of the pediatric and neurological examinations for understanding disabilities is provided. The medical treatment of disabilities is presented.

CS&D 596 ADVANCED PRACTICUM: 3

LEARNING DISABILITIES TEACHER-CONSULTANT

Continuation of CS&D 590; students will enroll in CS&D 596 to fulfill the 150 hour time requirement and the meeting of competency standards to practice as a Learning Disabilities Teacher-Consultant begun in CS&D 590.

Prerequisite: Departmental approval.

CS&D 597 PRACTICUM AND SEMINAR IN 3

TEACHING STUDENTS WITH DISABILITIES

The course provides students with direct experiences in teaching children and adolescents with special education needs in a controlled internship program. Students learn to analyze and carry out individualized education programs developed by child study teams that will help children and adolescents with learning difficulties be successful in regular and special education settings. The emphasis is on instruction of children and adolescents with mild to moderate disabilities. In addition to 90 hours of direct instruction of children and adolescents with special needs in an approved placement, each practicum student must participate in class seminars, conferences, and planning sessions.

Prerequisite: Departmental approval.

CS&D 598 PROBLEMS AND ISSUES IN 3

COMMUNICATION DISORDERS

This seminar is designed to introduce newly emerging topics in communication disorders, including cognitive rehabilitation of closed-head injured patients, dysphagia, and augmentative/alternative communication for the non-speaker. Literature review and prescribed observations will provide the foundation for studying the nature, characteristics, epidemiology, and the assessment/treatment protocols of the pertinent pathologies.

Prerequisite: CS&D 511.

CS&D 599 ADVANCED PRACTICUM IN 3

SPEECH PATHOLOGY

Practical application of diagnostic and rehabilitative techniques with children and adults who have major speech and language problems. Qualified students participate in specialized laboratory experiences: planning and supervising speech therapy sessions, providing rehabilitative services, interviewing applicants and administering audiometric tests.

Prerequisite: Departmental approval.

CS&D 668 CONSULTATION METHODS IN PSYCHOEDUCATIONAL 3

SETTINGS

This course is designed to provide students with theory and practice about the consultation process. The course will identify a collaborative, problem-solving model of consultation in psychoeducational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students will locate consultation cases and function under direct supervision and monitoring. Cross listed with Psychology, PSYC 668.

COMPUTER SCIENCE

Chairperson: Dr. Dorothy R. Deremer

Graduate Coordinator: Dr. Helen M. Roberts

MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

The Department of Computer Science offers a Master of Science degree in Computer Science, an MS in Computer Science with a concentration in Applied Statistics, an MS in Computer Science with a concentration in Applied Mathematics, and an MS in Computer Science with a concentration in Informatics. The concentrations consist of taking 3 courses in a computer intensive area, or in a specialized area complementary to computer science. An MS in Mathematics with a concentration in Computer Science is offered by the Department of Mathematical Sciences. This degree option is described under Mathematics.

The graduate program in computer science is designed for students interested in pursuing computer science theoretically as well as practically at an advanced level. While introducing students to newly developing areas of computer science, this program emphasizes the foundations and concepts of the field. Concepts are developed rather than routine programming skills. The option of taking concentrations allows for a minimal amount of specialization if desired. Students are prepared for professional work in the design and implementation of software systems, data base systems, operating systems, artificial intelligence, expert systems, graphics, simulation and algorithms for discrete and continuous structures that will aid in the solution of problems encountered in the scientific and business sector. The curriculum is designed to allow students to develop skills needed to achieve leadership positions in business, industry, and government in computer science or in related fields that are computer science intensive. The program also prepares teachers of computer science at the two year college, high school and middle school levels.

The graduate program in computer science began in 1978. At present, 11 full-time Computer Science faculty. The special interests of the faculty include algorithms, artificial intelligence, automata theory, chaos theory, computer science education, complexity theory, data bases, design and management of information systems, expert systems, graphics, linguistics, machine organization, architecture and hardware, neural networks, operating systems, parallel processing, program verification, pixel and image processing, robotics, and telecommunications. The department has the advantage of having professional computer scientists as both faculty and visiting specialists. The visiting specialists are drawn from the aerospace, chemical, computer and pharmaceutical industries. This mix of faculty affords students the opportunity to obtain an education in both the practical and theoretical aspects of computer science.

Computer facilities comprise access to a VAX cluster, several stand-alone VAX microcomputers, and a Sun Local Area Network. MSUnet, an Ethernet Local Area Network, extends to most of the campus buildings and links to the Internet allowing communications to colleges and universities, research centers, libraries, and databases around the world. The Sun Local Area Network of workstations and servers consists of

an Enterprise 450, SparcServer 1000, Ultra 30, Ultra 10's, Sparc 20's, and Sparc 5's. The VAX cluster consists of DEC VAX 7620, 6610, 7620, 6310, 3500, 4000, 3500 microVAX II with four LSI/11 micros connected to it, and two ALPHA 2100. These VAX's may be accessed from the VAX laboratory that contains a variety of DEC terminals or via the MSUnet from numerous remote sites. Outside dial-ups to MSUnet are available. Software packages available through the VAX system include: ADA, Basic, C, C++, COBOL, FORTRAN, GPSS, Ingress, Lisp, Macro, MAPLE, Minitab, Pascal, PI/1, Prolog, SAS, SAS graphics, SPSSX, and SPSS graphics. The network of SUN Microsystems' file servers, compute servers and individual workstations is operating under UNIX. Software packages available on the SUN network include: Maple, MATLAB, Iris Explorer, Rational Rose, SAS, Splus, Ingress, mSQL, Java Studio, and JavaWorkshop. Programming languages available include: C, C++, Java, gcc, Ada, FORTRAN, Pascal, Lisp, Prolog, Perl, LaTeX, and small talk. The Sun network is also connected to MSUnet. Laboratories of Power Macintoshes and Dell Pentium PC's are available throughout the campus and make a wide variety of software such as JMP, Mac Spin, Data Desk, Solo, Statisix, and Office available for student use.

Students desiring to enter the MS in Computer Science without an appropriate background in computer science can obtain the necessary foundation in computer science and mathematics by taking courses in our prerequisite program. The details of this program are discussed below. Upon satisfactory completion of part or all of the program, students are admitted to the master of science program.

ADMISSION REQUIREMENTS

1. All students must meet the admissions requirements for graduate study at Montclair State University.
2. Applicants must possess a bachelors degree from an accredited institution with either:
 - a. A major in computer science or mathematics
 - b. A major in science or engineering
 - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
3. Applicants must have taken at least 15 undergraduate mathematics credits including calculus, linear algebra, probability and discrete mathematics. Deficiencies in mathematics can be rectified by taking MATH: 501, 502, and/or 503, which are accelerated mathematics courses. When required, these will be "prerequisite courses" on the graduate work program. The sequence of prerequisites requires one year to complete, i.e., Fall, Spring and Summer semester.
4. Applicants must:
 - a. Be proficient in the following computer programming languages:
 - i) C or C++
 - ii) Assembly Language
 - b. Have knowledge of data structures and computer architecture (RISC)

A two-semester sequence in an object oriented language or one year's programming experience in industry will suffice for each of these requirements. Deficiencies in computer science can be rectified by taking CMPT: 505, 506, and/or 507. These are accelerated computer science courses designed for the student to master the necessary foundations and concepts required for the graduate program rather than just routine programming skills. When required, these will be listed as "prerequisite courses" on the graduate work program. The sequence requires one year to complete, i.e., Fall, Spring, and Summer semester.

Applicants satisfying admission requirements but needing to make up work in the fundamentals of Computer Science and/or Mathematics (CMPT: 505, 506, 507 and MATH: 501, 502, 503) are granted deferred matriculation. Upon completing of the necessary courses with a minimum grade point average of 3.0, students will be granted full matriculation. These courses (up to 22 credits) will not count for degree credit.

A candidate for the Master of Science degree in Computer Science must consult the graduate coordinator of the department before matriculation since the choice of graduate courses must be adjusted to the level of preparation in undergraduate work. All the degree programs in computer Science are 33 credit programs. The student's work program listing course requirements is prepared in consultation with the graduate coordinator. In order to be awarded a Master of Science degree in Computer Science, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Departments of Computer Science and/or Mathematical Science. In addition a student must have a passing grade on a comprehensive examination based on the core courses. In order to be eligible to take the comprehensive examination students are required to have a 3.0 grade point average and to have completed 15 degree bearing credits including four or more of the core courses (CMPT 580, 581, 583, 586, or 592).

Note: Courses MATH: 501, 502, 503 and CMPT: 505, 506, 507 are not to be counted among the 33 semester hours required for completion of the program.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

MS Computer Science

	Semester Hours
I. Computer Science	21
Required core courses: CMPT: 580, 581, 583, 586, 592	
Two additional courses selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Mathematics and/or Computer Science Electives	12
Courses selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599	
MATH: 620 to 669, 680 to 699	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most six semester hours can be taken at the 400 level.	
III. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.	

**MS Computer Science
Informatics Concentration**

	Semester Hours
I. Computer Science	15
Required core courses: CMPT: 580, 581, 583, 586, 592	
II. Informatics	9
Required: CMPT 593 and 596	
Select one: CMPT 594 or 696	
III. Computer Science, Mathematics, or Business Electives	9
Three course selected from:	
CMPT 570 to 599, 670 - 699	
MATH 541, 544, 548, 569, 584	
INFO 503	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most six semester hours can be taken at the 400 level.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.	

**MS Computer Science
Applied Statistics Concentration**

	Semester Hours
I. Computer Science	21
Required core courses: CMPT: 580, 581, 583, 586, 592	
Two additional courses selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Applied Statistics	9
Required courses: MATH: 541, 544, 548	
III. Mathematics and/or Computer Science Elective	3
Course selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599	
MATH: 620 to 669, 680 to 699	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most six semester hours can be taken at the 400 level.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.	

**MS Computer Science
Applied Mathematics Concentration**

- I. Computer Science 21
Required core courses: CMPT: 580, 581, 583, 586, 592
Two additional courses selected from:
CMPT: 570 to 599, 670 to 699 or MATH: 560
- II. Applied Mathematics 9
Three courses selected from:
MATH: 560, 564, 566, 580, 581, 584
- III. Mathematics and/or Computer Science Elective 3
Course selected from:
CMPT: 570 to 599, 670 to 699
MATH: 420 to 469
MATH: 520 to 569, 580 to 599
MATH: 620 to 669, 680 to 699
Substitutions are allowed with prior written approval of the graduate coordinator.
At most six semester hours can be taken at the 400 level.
- IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.

COMPUTER SCIENCE

Course Descriptions

	Semester Hours
CMPT 505 FUNDAMENTALS OF COMPUTER SCIENCE I	4
An introduction to programming using a structured high level language, design of algorithms, character strings, recursion, data structures, numerical computing. May not be used for credit by Mathematics or Computer Science majors.	
<i>Prerequisite: Permission of graduate coordinator.</i>	
CMPT 506 FUNDAMENTALS OF COMPUTER SCIENCE II	4
A continuation of CMPT 505. Introduction to assembly language, addressing techniques, subroutine linkage, input/output and macros. Introduction to computer organization including memory, logic design and computer architecture. May not be used for credit by Mathematics and Computer Science majors.	
<i>Prerequisites: CMPT 505 and permission of graduate coordinator.</i>	
CMPT 507 FUNDAMENTALS OF COMPUTER SCIENCE III	3
A continuation of CMPT 505. Design and analysis of data structures, pointers, linked representations, OPT classes, inheritance, programming in the large. May not be used for credit by Mathematics and Computer Science majors.	
<i>Prerequisites: MATH 501, and CMPT 505 and permission of graduate coordinator.</i>	

CMPT 508 TOPICS IN A COMPUTER LANGUAGE 1

An introduction to a selected computer language, with a view to becoming proficient in programming that language. Each time the course is offered, only one programming language will be taught, but the language could vary from one semester to another. This course could be taken more than once by the same student, provided that the language taught each time is different. May not be used for credit by Mathematics or Computer Science majors.

Prerequisites: CMPT 505 and permission of graduate coordinator.

CMPT 574 PIXEL AND IMAGE PROCESSING 3

This course provides an introductory and comprehensive treatment of pixel and image processing with applications to fine arts, face recognition, etc. Topics include sampling and quantization, convolution, equalization, filtering, image segmentation, image operations, morphological image processing.

Prerequisites: CMPT 580 and permission of graduate coordinator.

CMPT 575 INTRODUCTION TO COMPUTER GRAPHICS 3

An introduction to computer graphics, including the algorithms to generate two-dimensional and three-dimensional graphical pictures. An overview of ray tracing, shading and color theory. Interactive graphics. Graphics devices.

Prerequisites: CMPT 580 and permission of graduate coordinator.

CMPT 576 OBJECT-ORIENTED SOFTWARE DEVELOPMENT 3

Introduction to the major features of the object-oriented paradigm and their realization in an object-oriented programming language. Introduction to major methods and tools used in object-oriented analysis and design. Implementation and testing issues.

Prerequisites: CMPT 581, and CMPT 583, and permission of graduate coordinator.

CMPT 578 INTRODUCTION TO ARTIFICIAL INTELLIGENCE 3

An introduction to artificial intelligence including representations of knowledge, problem solving, games, heuristics and backtracking, expert systems, theorem proving, the languages LISP and PROLOG.

Prerequisites: CMPT 583 and permission of graduate coordinator.

CMPT 580 MACHINE ORGANIZATION AND ARCHITECTURE 3

Basic computer organization and design, digital functions, data representation, microprogramming, CPU organization, the assembler language and addressing techniques. Required of majors.

Prerequisite: Permission of graduate coordinator.

CMPT 581 SYSTEMS SOFTWARE DESIGN 3

Assemblers, macroprocessors, linkers and loaders, introduction to compilers and run facilities. Required of majors.

Prerequisite: CMPT 580, and permission of graduate coordinator.

CMPT 582 THEORY OF AUTOMATA AND FORMAL LANGUAGES 3

Languages and grammars, finite automata and regular grammars, context free grammars, push-down automata, Turing machines, computability, deterministic languages, linear bounded automata and stack automata.

Prerequisite: Permission of graduate coordinator.

CMPT 583 COMPUTER ALGORITHMS 3

Algorithms: definition, design and analysis; sorting and searching techniques and introductory dynamic programming studied as algorithms with complexity theory and optimization techniques applied. Required of majors.

Prerequisite: Permission of graduate coordinator.

CMPT 584 OPERATING SYSTEM DESIGN 3

Design and implementation of operating systems, multiprogramming, multiprocessor, device management, scheduling, virtual memory, case studies.

Prerequisite: CMPT 581 and permission of graduate coordinator.

CMPT 585 TOPICS IN COMPUTER SCIENCE 3

Recent developments in the field. Topics such as Monte Carlo methods, graphics, expert systems, security, networks and special areas of applications.

Prerequisites: CMPT 580, and permission of graduate coordinator.

CMPT 586 FILE STRUCTURES AND DATABASES 3

Secondary storage devices. Data transfer. Primary and secondary access methods. Sequential and random access methods. File design. File organizations and corresponding processing. File maintenance. Sorting large files. Database concepts. Required of majors.

Prerequisite: Permission of graduate coordinator.

CMPT 587 MICROCOMPUTERS AND COMPUTER INTERFACES 3

Introduction to genealogy, manufacture and hardware design of microprocessors, microcomputer architecture, instruction sets and programming, microcomputer peripherals and interfaces.

Prerequisite: CMPT 580 and permission of graduate coordinator.

CMPT 588 FUNDAMENTALS OF PROGRAMMING LANGUAGES 3

A comparative approach to modern programming languages with emphasis on non-imperative languages, and an introduction to parallel languages.

Prerequisite: Permission of graduate coordinator.

CMPT 589 COMPUTER SIMULATION OF DISCRETE SYSTEMS 3

Introduction to simulation and discrete simulation models. Queuing theory and stochastic processes. Simulation methodology including generation of random numbers and variates, design of simulation experiments, analysis of data generated by simulation experiments and validation of models. Survey of current simulation languages and selected applications.

Prerequisites: CMPT 580, and permission of graduate coordinator.

CMPT 590 COMPUTER SIMULATION OF CONTINUOUS SYSTEMS 3

Computer simulation of continuous systems with emphasis on conservation principles and governing equations, numerical treatment of systems of algebraic and differential equations, the use of software packages and simulation languages, verification and validation techniques, and interpretation and presentation of results.

Prerequisite: CMPT 586, and permission of graduate coordinator.

CMPT 591 COMPILER THEORY AND CONSTRUCTION 3

Introduction to the formal description of programming languages, the theory of parsing, and the concepts and techniques used in the construction of compilers.

Prerequisite: CMPT 581, and permission of graduate coordinator.

CMPT 592 DATA BASE DESIGN AND IMPLEMENTATION 3

To develop in-depth understanding of data base concepts and issues. The major emphasis of the course is on the conceptual (logical) organization, retrieval and manipulation of data. Required of majors.

Prerequisites: CMPT 586, and permission of graduate coordinator.

CMPT 593 STRUCTURE SYSTEM DESIGN AND ANALYSIS 3

A study of the design of large scale computer systems relative to the constraints imposed by hardware, software and particular types of applications. Recent work in automated system design will be discussed.

Prerequisite: CMPT 586, and permission of graduate coordinator.

CMPT 594 SOFTWARE ENGINEERING AND RELIABILITY 3

This course will introduce the principles and methods for the design, coding and verification of software systems. Topics include software design techniques, programming methodology, programming testing, proving program correctness, software reliability, and software management.

Prerequisite: CMPT 586, and permission of graduate coordinator.

CMPT 596 PRINCIPLES OF DATA COMMUNICATION 3

Physical and logical aspects of data communications: analog-digital, broadband-baseband, TDM-FDM, protocols, modulation techniques, hardware for communication.

Prerequisites: CMPT 580, and permission of graduate coordinator.

CMPT 678 NEUROCOMPUTING 3

Basic neural network concepts, definitions, and building blocks; learning laws; simple implementations; associative networks; mapping networks; survey of applications.

Prerequisite: CMPT 583, and permission of graduate coordinator.

CMPT 680 PARALLEL ARCHITECTURES AND ALGORITHMS 3

This course provides a study of the state-of-art of parallel processing algorithms and architectures. Parallel processing uses multiple processors working together in a synchronized fashion to solve large problems fast.

Prerequisites: CMPT 580, and CMPT 583, and permission of graduate coordinator.

CMPT 683 ADVANCED COMPUTER ALGORITHMS 3

Dynamic programming, game trees and backtracking techniques, branch and bound, polynomial evaluation and fast Fourier transform algorithms; complexity and analysis, and optimization techniques will be applied. NP-hard problems and NP-completeness.

Prerequisite: CMPT 583, and permission of graduate coordinator.

CMPT 690 INDEPENDENT STUDY IN COMPUTER SCIENCE 3

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in computer science which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

Prerequisite: Permission of graduate coordinator.

CMPT 695 SEMINARS IN COMPUTER SCIENCE

1 - 4

Guided study of selected topics in major field of interest.

Prerequisites: CMPT 581, and 583, and 586; and permission of graduate coordinator.

CMPT 696 LOCAL AREA NETWORKS

3

Fundamental issues and concepts underlying Local Area Network (LAN) development via microcomputers: topology, transmission media and technology, error control, protocols.

Prerequisite: CMPT 596, and permission of graduate coordinator.

COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

Chairperson and Graduate Advisor: Dr. Arlene King

Program Coordinators: Addiction Study, Dr. Eileen Smith-Sweet

Counseling Fieldwork, Dr. Richard Grey

Administration and Supervision, Dr. David Weischadle

Educator/Trainer Program, Dr. David Weischadle

Counseling, Dr. Arlene King

Counseling programs in both the public and private sectors, corporate and business training and organizational development activities, and educational administration and supervision roles are integral parts of the American way of life. The mission of the department is to provide qualified and trained personnel for positions of responsibility in these various program areas, enabling organizations to meet the changing needs of society.

In counseling, the department prepares students for work with diverse populations in a variety of settings in the following areas: individual/group counseling, addiction counseling, human resources counseling, guidance counseling, school social work, and student personnel services in higher education. In addition, the department offers courses for professional development meeting the requirements for National Board Certification in Counseling and New Jersey State Professional Counselor Licensure.

In the growing area of training and development, the department offers opportunities to current and prospective professionals to gain new knowledge and skills in management education, program planning and organizational analysis.

In educational administration and supervision, the department provides leadership programs for individuals to develop the knowledge and competencies for positions as principals, department supervisors, school business administrators, superintendents, and other personnel.

From the initial core of courses through the field work experience, the department offers courses to train counselors, human services personnel, and educational trainers to work with minority communities, women, families, adult learners, substance abusers (CADC), Prevention Specialists (CPS), businesses and industrial settings, as well as to work in traditional roles in public school administration, supervision, school guidance, school social work, and substance abuse awareness (SAC).

An initial core program, consisting of four courses applicable to counseling, educational training or administration and supervision is required of all students entering the program. The specific coursework to be followed will be determined under the guidance of the appropriate program coordinator. The Program Coordinator will work out an individual program designed to meet each student's particular interests and needs.

CERTIFICATION PROGRAMS IN COUNSELING

The department continues to emphasize state certification programs for guidance counselors and school social workers. Both of these state certifications require additional credentials. The Student Personnel Services Certification for guidance counselors requires a teaching certificate and one year of full time teaching experience under certification. Those wishing to be certified as School Social Worker must have a minimum of 3 years of teaching experience or 3 years of experience in social work under approved supervision. Students should consult their graduate advisor for specific certification requirements for each of these programs. Courses are also available for persons seeking certification as Director of Pupil Personnel Services and for individuals interested in completing all academic requirements for certification in alcoholism counseling (CADC) and Substance Awareness Coordinator Certification (SAC), National Board Certification and New Jersey State Professional Counselor Licensure (LPC).

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COUNSELING, HUMAN SERVICES AND GUIDANCE

	Semester Hours
I. Core Courses	12
Core courses are to be completed within the first four semesters.	
COUN 559 Dynamics of Group Process	3
COUN 577 Counseling Theories	3
COUN 588 Techniques of Interviewing and Counseling	3
ELRS 503 Methods of Research	3
II. Required Courses	30
Required courses will be determined with the advisement of the program coordinator.	
(a) Human Services which permit such areas of specialization as:	
Individual Counseling	
Group Counseling	
Human Resources and Organizational Development	
Counseling in Higher Education	
Addiction Counseling	
(b) State Certification Program in Guidance and Counseling	
(c) Eligibility for State Certification as Substance Awareness Coordinator (SAC)	
(d) Addiction Studies (CADC) and Substance Awareness Eligibility (SAC)	
(e) Certified Prevention Specialist (CPS)	
III. Fieldwork	6
The fieldwork in each concentration consists of field placements approved by the Fieldwork/Practicum coordinator. A minimum of 300 hours of observation and contact with clients at the field site is required. Seminars will accompany the field experience. Field workcourses are to be taken after the completion of a minimum of 21 credits have been completed in the program	

IV. Comprehensive Examination or Thesis

Nearing completion of the program, the student will register for the comprehensive examination given in the Fall or the Spring. Students selecting the thesis option should register for COUN 650 Research Seminar and Thesis Writing.

Minimum Semester Hours: 48

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION

(For school personnel)

Three years of successful teaching experience under certification are required for certification as Supervisor or Administrator. The program for principals is designed to meet the requirements enacted by the New Jersey Department of Education as of October 1, 1988.

PROGRAM REQUIREMENTS

		Semester Hours
I.	Core Courses	12
	COUN 559 Dynamics of Group Process	3
	ELAD 510 Educational Administration	3
	ELAD 521 Education Law	3
	ELRS 503 Methods of Research	3
II.	Required Courses	9
	CURR 530 Principles of Curriculum Development	3
	ELAD 520 Systems Analysis	
	ELAD 540 Supervision I	3
III.	Elective Courses (Select one)	3
	CURR 534 Strategies for Curriculum Change	3
	EDFD 540 Social Forces and Education	3
	EDFD 548 Crucial Issues in American Education	3
	EDFD 550 Critical Thinking and Learning	3
	ELRS 580 Learning: Process and Measurement	3
	PSYC 563 Theories of Learning	3
IV.	Specialization Courses	21
	ELAD 512 Administration of Elementary Schools	3
	OR	
	ELAD 513 Secondary School Administration	3
	ELAD 522 Use of Computers in Educational Administration	3
	ELAD 526 School Business Administration	3
	ELAD 543 The Clinical Supervisor	3
	ELAD 621 School Plant Planning	3

ELAD 622	School Finance	3
ELAD 643	Staff Personnel Administration and Supervision	3
Electives to be selected after consultation with the advisor, and listed in the Master of Arts work program. They may be selected after consultation with the advisor, and listed in the requirements. Certain courses outside the School may be selected.		
VI.	Field Experience	3
ELAD 615	Supervised Field Experience in Administration and Supervision	3
VII.	Comprehensive Examination	

Minimum semester hours: 48

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION- CONCENTRATION FOR EDUCATOR/TRAINER

(Training Personnel)

This program provides solid scholastic foundations with close observation of the applications and implementation of theoretical principles. Graduates will serve as supervisors of trainers in corporate management, basic skill training in industry, civil service training, library/museums, health services, banks, research project management, and human resource management. Graduates of this program will learn to:

1. Develop a personal philosophy of organizational training consistent with the related theories of adult learning and human development.
2. Develop effective leadership skills in educational training programs.
3. Analyze organizations and plan programs and strategies for increased effectiveness.
4. Develop techniques for interpersonal and group problem solving and decision-making.
5. Develop skills in managing change and conflict.
6. Interpret research findings and design and implement research techniques to their organizational needs.

PROGRAM REQUIREMENTS

I.	Core Courses	12
	COUN 559 Dynamics of Group Process	3
	ELAD 509 Administration of Education and Training Programs	3
	ELAD 542 Supervisory Skills for Education and Training Personnel	3
	ELRS 503 Methods of Research	3
II.	Required Courses	9
	ELAD 531 Program Planning and Development	3
	Approved Psychology Course	3
	Graduate Course in Testing or Approved Elective	3

III. Specialization Courses	15
ELAD 628 Field Experience or Internship	3 or 6
Electives in major field approved by advisor	12 or 9
IV. Comprehensive Examination	

Minimum Semester Hours: 36

Final action on full matriculation is based on requirements of the Office of Graduate Studies, the Department and any special individual requirements assigned to the student by the department's advisor/program coordinator.

COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

Course Descriptions

	Semester Hours
COUN 550 ADVANCED PROCEDURES IN GROUP COUNSELING	3
This is an advanced course for students who have demonstrated an interest in and an aptitude for the group process through the successful completion of COUN 559 <i>Dynamics of Group Process</i> . This course combines theory with experience. It focuses on the examination of systematic approaches for the understanding of leadership in group counseling. Each student must make available the hours of 5:00-9:30 p.m. on the night the course is offered.	
<i>Prerequisite: COUN 559.</i>	
COUN 557 TECHNIQUES AND EXERCISES IN GROUP DYNAMICS	3
A structured experiential course: participating in and evaluating activities and exercises of individuals who work with small groups. Students will modify old designs and create new ones as they compile their own ideas, forms and exercises.	
<i>Prerequisite: COUN 559.</i>	
COUN 558 CONSULTATION IN ORGANIZATIONAL DEVELOPMENT	3
A laboratory based course which focuses on the role of the organizational consultant. Emphasis on planning, providing help and evaluating activities. Diagnostic and behavioral skills to aid individuals and groups within organizations will be developed. Designed for those considering consultation work in business, industry, government, penology, education and community organizations.	
<i>Prerequisite: COUN 559.</i>	
COUN 559 DYNAMICS OF GROUP PROCESS	1 - 3
A laboratory-based course for the development of group skills and understandings. Focus is on experimental learning and personal growth. Readings in human interaction theory will be related to actual group participation.	

COUN 560 MEDICAL PROBLEMS IN EDUCATION 3

In this course the role of the educator is studied in relation to the following subject areas: childhood, chronic and contagious diseases, nutritional problems, narcotics and psycho-socio-medical pathologies. The impact of health problems on the family, school and community is emphasized throughout. Required for certification in school social work.

COUN 561 MARITAL AND FAMILY THERAPY 3

This course focuses on the core concepts fundamental to an understanding of marital and family therapy. Emphasis is on a frame of reference for family therapy strategies and review of current research on family process and treatment. Course is intended for practitioners in the helping professions, including social workers, counselors, ministers, probation and parole officers, addiction counselors.

COUN 562 SOCIAL CASE WORK I 3

This course examines the theory and practice of social casework. Focus is on developing casework techniques in interviewing, diagnostic skills and intervention modalities. Utilizing case studies from school settings and social agencies, critical examination of major casework methods are undertaken in terms of diagnosis and functioning and intervention appropriate for the social treatment of a client - child or adult. Emphasis is on school social work, the child study team, the broad range of learning and behavioral problems, the appropriate use of casework help, the relationship between theory and practice and developing beginning skills in transferring and using knowledge appropriate to problem situations in the school and community. Required for certification in school social work.

COUN 563 SOCIAL CASEWORK II 3

This course entails critical examination of major social work methods in diagnosis, social functioning and relevant intervention techniques appropriate for the social treatment of individuals. Required for certification in school social work.

COUN 566 GROUP LEADERSHIP 3

Training for group workers to sharpen diagnostic and behavioral skills. Students will join an ongoing task centered group either as a member or its leader and will make a problem diagnosis, procedural plan and a method of evaluation. In-progress and final reports will be discussed.

Prerequisite: COUN 559.

COUN 568 THEORIES OF CONSULTATION 3

Problems and current practices in small group interaction, social restructuring and cultural encounter. Survey of literature on the influence of interaction on small group behaviors, learning theories, leadership, decision making, social reconstruction, value conflict and perception of self and others.

COUN 570 COUNSELING ADULTS 3

This course is designed to identify the special needs of adults as they seek counseling. Special attention is given to the counseling needs of college students, adults returning to academic environs, women, minority groups, the handicapped, and other adults with special needs. Case studies, field visits, and supervised practice will be basic techniques employed.

Prerequisite: COUN 577.

COUN 571 PEER COUNSELING**3**

An advanced course dealing with the concept and experience of peer counseling. The development, organization, implementation, and evaluation of peer counseling programs and activities. This course involves lectures, seminars, and laboratory experiences. In laboratory, students counsel each other. In seminar, they evaluate their peer counseling activities.

Prerequisites: COUN 559 and 577.

**COUN 572 SELF-CRITIQUING FOR IMPROVED
COUNSELING COMPETENCE****3**

Presentation of a theory and system for improving one-to-one counseling through a process of self-critiquing tape recorded interviews of counseling sessions conducted by course participants. Specific counseling behaviors are identified and examined and strategies are developed leading to the attainment of individual behavioral goals.

Prerequisite: COUN 588 and a minimum of 18 graduate credits in counseling.

**COUN 574 COUNSELING IN AN INDUSTRIAL SETTING:
EMPLOYEE ASSISTANCE PROGRAM (EAP)****3**

Course focuses on counseling in the industrial/business environment; emphasis is on a frame of reference for intervention, assessment, diagnosis, treatment and referral. Reviews the history of employee assistance programs, discusses conceptual models, strategies and tactics of counselor intervention, clarifies other important issues related to organizational and employee needs. Differences between using resources in the work place and community agencies are explored..

COUN 576 ACTION METHODS IN COUNSELING**3**

Course is designed to provide an opportunity for students to experience and to develop facility with counseling methods which will enable their clients to explore the roles that they play in their daily lives and to find new and more effective ways of expressing these roles. Through the use of action-oriented techniques, students will increase their spontaneity and will be freer to unfetter creativity in others.

COUN 577 COUNSELING THEORIES**3**

Entails a comprehensive study of the major schools of thought in psychotherapies, existentialism, Rogerian psychology, rational therapy, behavioral therapy, and psychoanalysis, among others, are studied in the context of social work, counseling, and psychological practice. Emphasis is in helping prospective human service professionals in recognizing that different theories are effective not because of their unique elements, but because in practice they include the basic common elements of all theories.

COUN 581 COMMUNITY RESOURCES**3**

This course deals with the various agencies, industries and institutions available in the surrounding communities for use in guiding and referring clients. In addition to becoming familiar with the location and nature of these facilities students learn the techniques for arranging client interviews and visits. Class discussion and personal research are supplemented by field trips.

COUN 582 CAREER COUNSELING 3

Covers the principles of career guidance, use of tests and interest inventories in career guidance, sources and usage of career information, theories of career development, counseling on how to find and hold a job, and placement activities. Also includes an introduction to career education. Students will visit industries and post-secondary training. Cross listed with Technology, ISCE 582.

COUN 583 EDUCATIONAL GUIDANCE 3

This course is concerned with the facilities available for education after high-school graduation, the problem of further training for pupils leaving school before completing high school programs of alternative education, and the academic problems of students while in school. A brief survey of colleges and college admission procedures is made.

COUN 587 ADMINISTRATION AND SUPERVISION OF GUIDANCE PROGRAMS 3

Developing and administering programs of student registration, theory and techniques of scheduling, and supervisory responsibilities of the director of guidance. Coordinating guidance activities in a multi-school district or agency. Examination of current guidance practices; formation of proposals for improvement in programs where the student is working as a counselor and/or director.

Prerequisite: Certification in Student Personnel Services.

COUN 588 TECHNIQUES OF INTERVIEWING AND COUNSELING 3

Included in this course are techniques applicable to the interviewing and counseling of individuals and small groups. Directive as well as client-centered approaches are utilized. Specific attention is given to techniques such as role-playing, case studies, and audio/video tape feedback.

Prerequisite: COUN 577.

COUN 589 STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION 3

The course is a study of the student personnel functions in two-year and four-year colleges. The areas to be included are: personal counseling, financial aid, dormitory management, health programs, student activities and social programs; course selection, job placement, college admission and academic retention, administration and supervision of the program.

COUN 590 COUNSELING THE ALCOHOLIC AND THE SUBSTANCE ABUSER 3

Describes methods of assessment, treatment planning and charting. Explains the defense structure of the substance abuser. Discusses ethical issues and counseling with special populations as well as children and adult children of alcoholics. Demonstrates individual and group counseling skills.

COUN 591 SEMINAR IN ALCOHOLISM AND SUBSTANCE ABUSE COUNSELING 3

Emphasizes family treatment with alcoholism and drug problems and typical effects on spouse and children. Screening, assessment, diagnosis and treatment management are explored. Crisis intervention, relapse prevention, ethical issues and special populations are discussed.

COUN 595 MULTICULTURAL COUNSELING 3

Students will examine the concept of culture; consider their own values; analyze American middle class norms and their relationship to the counseling profession; and study diverse multicultural viewpoints with a close look at certain specific populations. The perspective will be one of sociology/anthropology joined to the psychological/counseling approach.

**COUN 640 THE MENTALLY IMPAIRED AND
CHEMICALLY ADDICTED CLIENT 3**

Provides concentrated study of a difficult substance abuse treatment population. Emphasized major theoretical issues drawn from recent research and clinical developments; includes consideration of assessment, treatment and after care perspectives, utilizing current approaches and specific techniques.

**COUN 641 CLINICAL SUPERVISION AND TRAINING IN ALCOHOL
AND DRUG COUNSELING 3**

Clinical supervision and training in alcohol and drug abuse counseling closely reviews the fundamentals of supervising the training that counseling interns receive in both individual and small group situations. Analyzing supervision and training issues, content and form of supervisory interactions, eliciting excellence from each candidate, ethics, modeling counseling behavior, successfully working through administrative hierarchies and organizational theory are some of the significant areas that will be explored in-depth.

Prerequisites: COUN 450, and 454, and 590, and 640.

COUN 650 RESEARCH SEMINAR AND THESIS WRITING 3

This course may be substituted for the Comprehensive Exam. It is available on a year-long basis, with an Incomplete granted at the end of the first semester to allow students the full year stipulated to complete a thesis. Students must follow the MSU Thesis Guidelines which may be obtained from the Graduate Studies Office and consult their departmental advisor before beginning this process.

COUN 651 STRATEGIES IN GERONTOLOGICAL COUNSELING 3

This course provides perspectives on gerontological counseling. Emphasis is on the physical, psychological and social factors as they influence treatment planning, strategies and techniques of counseling.

Prerequisites: COUN 588.

COUN 652 COUNSELING THE FAMILY 3

Study of the theory and dynamics of family therapy. Leading proponents of different schools and current practice in the field will be discussed. Techniques will be illustrated to clarify concepts. Developmental stages of child, adolescent, adult and family will be addressed.

Prerequisite: COUN 588.

COUN 653 SELECTED TOPICS IN COUNSELING 3

This course provides counseling professionals in public, private and nonprofit settings with knowledge about current issues, developments and trends affecting their work and organizations. It will examine strategies to improve professional effectiveness and delivery of services in the face of significant changes impacting the practice of counseling.

COUN 654 SUPERVISED FIELD WORK IN COUNSELING 3

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

Prerequisites: 21 semester hours in master's degree program in counseling.

COUN 660 SELECTED PROBLEMS IN COUNSELING HANDICAPPED PERSONS 3

This course presents an overview of prevailing laws, attitudes, issues and practices related to the special needs of handicapped persons. Attention is given to: 1) identification and understanding of the handicapped; 2) federal and New Jersey state legislation and supportive programs; 3) life/career counseling as particularly relevant to handicapped persons of all ages; 4) issues and trends in meeting the special needs of the handicapped.

Prerequisites: COUN 588.

COUN 661 GROUP DEVELOPMENT LABORATORY I 3

Seminar experiences as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and the effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

Prerequisites: COUN 559.

COUN 663 GROUP LABORATORY DESIGN 3

This course will focus on the translation of client needs into designs for programs of experiential and cognitive learning opportunities. Students will study models of programs which have been used for colleges, schools, businesses, and other organizations. They will then discuss the theoretical aspects involved and participate in the planning, carrying out, and evaluation of current laboratories, workshops, and conferences.

Prerequisite: COUN 559.

COUN 664 INDEPENDENT STUDY 1 - 3

An opportunity to study in depth areas of human services which are not offered in the regular curriculum, under the direction of department faculty member. Semester hours determined by the department chair following consultation with departmental research committee. Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved course or seminar related to the student's special area of interest.

Prerequisite: Departmental approval.

COUN 666 ETHICAL AND LEGAL ISSUES IN COUNSELING 3

This course will include a study of ethical theory in relation to legal and moral issues in counseling. Conflicts and value problems will be looked at. Ethical principles and specific cases facing counselor will be included. Specific problems in thinking and counseling strategies as well as marketing of services and conduct of individual counselors will be studied.

Prerequisite: COUN 588.

COUN 671 THE USE OF SELF-HELP PROCEDURES IN COUNSELING 3

This course provides students with the opportunity to review, in a laboratory setting, the vast array of self-help materials and procedures available to the general public. Through experiential application, students will become familiar with step-by-step procedures, appropriate application and evaluation of self-help materials in the counseling process.

Prerequisite: COUN 588.

COUN 672 COUNSELING THE AGING 3

This course deals with the long-range preventive counseling and crisis intervention in critical stages of the aging process. Covered are such topics as: job change, economic upheaval, sexuality, changing family structure, chronic illness, death and dying.

Prerequisite: COUN 588.

COUN 673 COUNSELING FOR SEX EQUALITY 3

This course is designed to help students become more aware of the overt and more subtle aspects of sex inequality in our culture; the need for individual and group counseling strategies to overcome sex bias; and the development of counseling skills needed to implement these strategies.

Prerequisite: COUN 588.

COUN 674 SUPERVISED FIELDWORK IN COUNSELING II 3

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

Prerequisites: 21 semester hours of graduate course work in counseling.

COUN 682 SEMINAR IN ADVANCED CAREER GUIDANCE 3

This seminar offers participants an in-depth exposure to such topics as latest sources and methods of utilizing career information, use of tests in career guidance, and theories of career development and their application in counseling, and developments in career education as they apply to counselors.

Prerequisite: COUN 582.

ELAD 509 ADMINISTRATION OF EDUCATION AND TRAINING PROGRAMS 3

This course prepares the present or prospective administrator to manage an education or training program in a nonschool setting. Administrative theory, organizational functions, personnel and staff requirements as well as program design and development will be examined and studied. The course is designed for the educational administrator in both public and nonpublic agencies as well as in profit-making or nonprofit organizations.

Prerequisite: One and one-half years of work experience.

ELAD 510 EDUCATIONAL ADMINISTRATION I 3

Nature and dynamics of organizations from the viewpoints of social and behavioral sciences. Leadership, decision-making, conflict resolution and other theories considered in the educational setting. Impact of environmental and personal forces on organizational behavior.

Prerequisite: One and one-half years of successful teaching under certification.

ELAD 512 ADMINISTRATION OF ELEMENTARY SCHOOLS 3

Educational leadership required for effective elementary school organization and administration. Changing role of the principal, relationships with staff and students and current principles, practices and techniques with regard to scheduling, staff utilization, plant operation, student activities and school community relations.

Prerequisite: ELAD 510

ELAD 513 SECONDARY SCHOOL ADMINISTRATION 3

Special administration problems of the junior and senior high school. Recruitment of staff; scheduling of teachers, organization and school morale, and recent experiments of organizational structure. Supervision of instruction as a major function of administration. Current demands of adults in the community. How the secondary school operates in relation to the elementary school and higher education to help design education as a continuous process. Students write a paper on special administrative problems.

Prerequisite: ELAD 510.

ELAD 520 SYSTEMS ANALYSIS IN EDUCATION AND TRAINING 3

Latest techniques in operations research for educational purposes. Systems analysis techniques studied and utilized by student in an instructional, curriculum or administrative mode. Simulation techniques in classroom-oriented activities.

ELAD 521 EDUCATION LAW 3

Legal-theory, practical politics, relationship of school district organization to other units of government, appellate function of the state Commissioner of Education and the state Board of Education, New Jersey school laws (Title 18A of the revised statutes) and rules and regulation of the state Board of Education and their decisions. New Jersey school legal structure compared with that of other states.

ELAD 522 USE OF COMPUTERS IN EDUCATIONAL ADMINISTRATION 3

This introductory course provides for the school administrator an overview of the computer, its development and applications in education, and the nature of the computer operational requirements in an educational organization. Also included will be the elements of an educational management information system (EMIS), computer staff supervision, and use of computers in such areas as testing, record keeping, attendance and report preparation.

Prerequisite: ELAD 510.

ELAD 526 SCHOOL BUSINESS ADMINISTRATION 3

Role of school business administration in the public school. Various functions, structures and techniques of operation. Simulation techniques utilized to construct both a traditional and PPBS budget.

Prerequisite: ELAD 510 and 521.

ELAD 528 FINANCIAL MANAGEMENT FOR EDUCATION/TRAINING PERSONNEL 3

This course provides an introduction to budgets systems, financial management, general accounting procedures, and the process of reporting for training personnel. Also included will be discussions of the development of financial reports related to training, as well as experience in the use of cost-benefit analysis techniques. Financial terminology will be included in the overall course development.

ELAD 531 PROGRAM PLANNING AND DEVELOPMENT 3

This course provides education and training personnel with experience in the principles and techniques of designing training programs in the organizational setting. Special attention will be placed on organizational needs analysis and program development in skills areas and staff development. Students will design a total program and individual lessons for education and training efforts in a variety of simulated settings.

Prerequisite: One and one-half years of work experience.

ELAD 540 SUPERVISION I 3

School personnel as principals, coordinators and department and subject area supervisors in elementary and secondary schools. Contribution of supervisors in instruction and in supporting the professional work of classroom teachers.

ELAD 542 SUPERVISORY SKILLS FOR EDUCATION AND TRAINING PERSONNEL 3

This course provides the present and prospective education and training supervisor in a public or nonpublic, profit or nonprofit setting with instruction in course/program assessment, personnel selection procedures, staff evaluation processes, and material/equipment procurement. Also included is training manual development and use.

ELAD 543 THE CLINICAL SUPERVISOR 3

Role of the supervisor in implementing clinical supervisory practices. Simulation techniques utilized to develop observation and conference techniques as well as the development of professional improvement plans.

Prerequisites: ELAD 540.

ELAD 545 LEADERSHIP SKILLS IN COMMUNICATION FOR THE EDUCATOR/TRAINER 3

This course provides experience in basic leadership skills for the educator/trainer: communication skills, report writing skills, listening skills, and presentation skills. Students will prepare actual reports, presentations, and reactions, verbal and/or written, to problem situations. Audio and video taping of individual skills presentation of simulated situations will be an important component of the course. Increasing training and supervisory effectiveness through the improvement of communication skills will be the major focus of this course.

ELAD 549 ETHICAL AND LEGAL ISSUES FOR EDUCATION AND TRAINING PERSONNEL 3

This course provides the educator/trainer in a business setting with a theoretical and practical base in examining and analyzing ethical problems and legal aspects of training and development. Such topics as affirmative action, access to training programs, copyright laws, and employee discipline will be explained and discussed.

**ELAD 550 COMPUTER APPLICATIONS FOR
COUNSELORS AND TRAINERS**

3

Course provides instruction in computers and software for both personal and program use in such professional fields as counseling, training, and supervision. Emphasis will be placed on individual skills and knowledge of the computer, data processing, and information analysis. Further study will include record keeping, program applications, and software analysis in such areas as therapeutic learning programs, career awareness and development, computer-based training, and staff evaluation reporting.

ELAD 560 WORKSHOP SEMINAR IN HIGHER EDUCATION

3

Overview of structure and functioning. History, philosophy, sociology and politics of the college as a unique and dynamic institution in American society: Educational opportunity and the organization of higher education; open admissions; status, trends and implication; minority group youth in higher education; student initiatives for reform; faculty governance; etc.

**ELAD 615 SUPERVISED FIELD EXPERIENCE IN
ADMINISTRATION AND SUPERVISION**

3 - 6

Students are assigned work within an educational agency, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the administrator. A written report on the activity or research paper will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

Prerequisite: Departmental approval.

ELAD 616 INTERNSHIP IN EDUCATIONAL ADMINISTRATION

6

Full semester assignment of guided work within an educational institution's administrative office. Sixth year students are eligible to choose this internship plan, but it is advised that arrangements be made for released time, at least one half time, if the internship is to be carried on in an institution where student is employed. The experience is planned to include a wide variety of administrative experiences such as locating and interviewing candidates for position, scheduling, in-service professional development, special committee leadership, projects that influence curriculum building arrangements and budgets. The sixth year student may be required to take ELAD 610 or 611 for three additional semester hours during this internship. In all cases, students will complete the research project as a part of the internship assignment.

Prerequisite: Departmental approval.

**ELAD 618 INDEPENDENT STUDY IN EDUCATIONAL
ADMINISTRATION AND SUPERVISION**

1 - 3

Individual pursuit of a research topic in the area of administration or supervision, culminating in a written document of scholarly proportion and integrity. Arrangements for this course should be made with department chairperson or advisor.

Prerequisite: Departmental approval.

ELAD 621 SCHOOL PLANT PLANNING 3

The relationship between educational facilities and educational programs. Site selection, development of educational specifications, the physical environment, selection of equipment, programming of various facilities based on curricula and community needs. Group visits to exemplary educational facilities.

Prerequisite: ELAD 510 and 521.

ELAD 622 SCHOOL FINANCE 3

Current economic environment; state, local and federal taxation; state school aid theory and practice; school district indebtedness; statutory school budget and fiscal controls; various cost-quality instruments and role of school fiscal structure in relation to local, state and federal governments.

Prerequisite: ELAD 510 and 521.

**ELAD 628 FIELD EXPERIENCE IN ADMINISTRATION 3 OR 6
AND SUPERVISION FOR EDUCATORS/TRAINERS**

Students are assigned to a particular office, under guidance of a supervisor, to carry out certain functions of the position. A college staff member acts as coordinator and supervisor by visiting site and consulting with student, observing him in action; plans with site supervisor for improvement and evaluation of student's work. This course may be taken for 3 or 6 credits.

Prerequisite: Departmental approval.

**ELAD 643 STAFF PERSONNEL ADMINISTRATION 3
AND SUPERVISION**

Personnel practices and problems in current school situations. Roles of policy-making bodies, the public, professionals, paraprofessionals and general staff in recruitment, selection, retention and evaluation of staff.

Prerequisites: ELAD 521 and 540.

**ELAD 670 SELECTED TOPICS IN EDUCATIONAL 1 - 3
ADMINISTRATION/SUPERVISION**

Emphasis on in-service education for practicing administrators and/or supervisors. Topics will vary in accordance with needs, concerns, or requests of school districts or professional organizations desiring service. Current problems are given priority. Credits to be dependent upon number of hours workshops and/or seminars are in session.

Prerequisite: Departmental approval.

CURRICULUM AND TEACHING

Chairperson: Dr. Richard A. Wolfson

MASTER OF ARTS IN TEACHING (MAT)

MAT Coordinator: Dr. Wandalyn Enix

Graduate Advisors MAT: Dr. Jennifer Robinson

Dr. Adrienne Santola

Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (MAT) and a teaching certificate simultaneously.

The regular program is open to students who wish to teach one of the following subjects in K-12 schools: fine arts, business education (bookkeeping and accounting, general business education, secretarial studies), English, foreign languages (French, Spanish), home economics, industrial technology and education, mathematics, music, health and/or physical education, science, social sciences, TESL (Teaching of English as a Second Language), or teacher of the handicapped. Additional undergraduate course work in the student's teaching field may be required to meet certification standards. Students may also pursue elementary education (emphasis in early childhood education), which requires coursework beyond the normal 47 semester hour minimum.

Upon successful completion of the program, the student will be recommended to the New Jersey Department of Education for a teaching certificate. Students interested in teaching elsewhere should seek information from the appropriate state authorities; requirements are generally similar.

Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed undergraduate or post-baccalaureate teacher certification programs must successfully complete one induction year of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey teaching certificate. Exempted from this requirement are persons who already possess a New Jersey standard certificate and are seeking an additional New Jersey certificate as well as those who are recommended for certification as Teacher of the Blind or Partially Sighted, Teacher of the Handicapped, or Teacher of the Deaf and Hard of Hearing. Persons recommended by the University for certification will receive a Certificate of Eligibility With Advanced Standing which authorizes the holder to seek and accept offers of employment in New Jersey schools and in other states. The certificate is valid for the lifetime of its holder.

Note: Certification requirements are subject to change (see Teacher Education Programs in this catalog).

ADMISSION REQUIREMENTS

Candidates for admission to the MAT program must file an Application for Graduate / Post Baccalaureate Admission to the Graduate School, including all supporting materials by March 1 to be considered for Summer/Fall admission or by October 1 for Spring admission. An undergraduate grade point average (GPA) of at least 2.67 overall, and in the teaching field is required, along with qualifying scores on the general Graduate Record

Exam. A higher gpa in the teaching field may be required by some departments. In addition to transcripts and GRE scores, two recommendations from school or college faculty, or administrators, must be submitted. It is expected that students will be able to demonstrate proficiency in the use of the English language.

After the application deadline, candidates will be notified about the next step in the application process, which may include interviews (with a departmental faculty advisor and/or admission committee), writing samples, and portfolio review or audition (the latter applies to art and music candidates).

Students who are accepted to the MAT program will be assigned to faculty advisors whom students should consult each semester. Since students' backgrounds differ, they should not take courses without advisement. The course of study listed below is generic and may differ in detail for individual students.

General questions about the MAT program should be directed to **Mrs. Anne Baldinger, Director, Teacher Education Admission, (973) 655-4139.**

Program Goals and Admission Criteria

In selecting students for the MAT program, Montclair State University uses criteria which are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our Program to possess. "The Portrait of a Teacher" outlined below is a model toward which students in the Program strive. In making decisions on acceptance to the Program, faculty consider such criteria as GPA, knowledge of content of major area of study, commitment to teaching and its varied responsibilities, and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will achieve the goals inherent in the "Portrait of a Teacher".

Portrait of a Teacher:

The Montclair State University community is committed to the continuing development of teachers who exemplify the character, dispositions and habits of mind reflected in this portrait. They:

- a. continue to inquire into the nature of teaching and learning and reflect upon their own professional practice.
- b. believe in the educability of all children and seek to ensure equal learning opportunities for every student.
- c. possess the literacy, critical thinking and technology abilities associated with the concept of an educated person and are committed to lifelong learning. They speak and write English fluently and communicate clearly.
- d. have content knowledge which includes a strong sense of the concepts, purposes and intellectual processes associated with the discipline they will teach.
- e. understand the effects of human development on the learning of children, adolescents and adults and are committed to providing a nurturing and caring environment for all students.

- f. possess the skills and dispositions necessary to establish a classroom environment that stimulates critical thinking and inquiry.
- g. understand principles of democracy and plan instruction to promote critical reflection on the ideals, values and practices of democratic citizenship.
- h. understand and are committed to the moral, ethical and enculturating responsibilities of those who work in the school.
- i. model respect for individual differences and an appreciation of the basic worth of each individual. They plan instruction and assessment with sensitivity to issues of class, gender, race, ethnicity, sexual orientation, age and special needs, and work to foster an appreciation of diversity among students and co-workers.
- j. are committed to their role as a stewards of renewal and best practice in the schools and they possess the interpersonal skills and dispositions to work cooperatively and collaboratively with colleagues.
- k. are willing to explore a career in a variety of settings-urban, suburban and rural.

Criteria for Retention in Program

Students who are accepted to the Program are evaluated periodically. They should review the *Teacher Education Handbook* to determine criteria used to determine eligibility for student teaching. By New Jersey Department of Education regulation, teacher education students in most certification areas must pass the PRAXIS II or National Teacher Examination. Consult the bulletin board outside Chapin 103 to determine which test you must take.

MASTER OF ARTS IN TEACHING (MAT) DEGREE REQUIREMENTS

Prerequisites: A course in psychology, fulfillment of all requirements stipulated by the teaching field department, and an academic background of at least 60 semester hours of general education, distributed among the arts, humanities, math, science, technology, and the social sciences. Unfulfilled prerequisites will be listed on the student's official work program and are considered requirements for the degree. A memorandum from the departmental teacher education advisor of the teaching field must be submitted, listing major (teaching-field) course work necessary for certification and/or the M.A.T. degree.

M.A.T. PROGRAM

(Normal Minimum 47 semester hours)

	Semester Hours
I. Course work in Professional Education required for certification:	
CURR 500 Fieldwork in Education	2
CURR 599 Curricular and Social Dynamics of Schooling	3
EDFD 520 Development of Educational Thought	3
A course in teaching reading	3
A course in teaching critical thinking	3
Major department methods course	3-4
 Professional Semester:	
CURR 402 Seminar in Professional Education	1
CURR 411 Supervised Student Teaching or	
CURR 414, In-Service Supervised Teaching I, II	8
415	
CURR 435 Effective Teaching/Productive Learning	3
Departmental (major) Seminar (if required)	1
Total Semester Hours:	29-31
 II. Courses in the Teaching Field or Related Fields:	
(Some or all of these courses may be required for certification and may be required prior to the Professional Semester. Advanced Educational Psychology and a Human/Intercultural Relations course must be included if not fulfilled elsewhere. At least 6 semester hours of graduate courses in the teaching field (major) are required.)	
Total Semester Hours:	12
 III. Additional Courses in Professional Education:	
(May be taken after certification)	
COUN 559 Dynamics of Group Processes	3
ELRS 503 Methods of Research	3
Total Semester Hours:	6

If the student has essentially achieved the objectives of part of the program, that portion of the requirements may be waived upon (1) recommendation of the MAT advisor and (2) review and approval by the Dean of the College of Education and Human Services. However, the number of graduate credits may not be reduced below 32, and other requirements of the University and Teacher Certification Program still apply.

MASTER OF ARTS IN TEACHING, CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

*Director of the Institute for the Advancement
of Philosophy for Children (IAPC): Dr. Matthew Lipman*
*Director of IAPC Graduate Programs,
Graduate Advisor: Dr. Ann Margaret Sharp*

The master's program in teaching middle school philosophy is designed for candidates who have a liberal arts degree or its equivalent. In view of the growing awareness of the importance of reasoning to the educational process, and in view of the high regard in which the philosophy for children program has come to be held by educators internationally, proficiency in teaching children philosophy, as attested by this degree, will strongly recommend such individuals to elementary and secondary schools seeking teachers with proficiency in improving students' cognitive skills.

Students attend four semesters of which the first and final are summer residential sessions held off campus in a community setting. Students take 36 credits in philosophy for children, educational psychology, and sociological theory. An additional ten credits enables the student to acquire actual classroom experience teaching philosophy to children under supervision in local public schools and to analyze their teaching experience under the guidance of the professional staff.

Since the inception of this program in 1981, candidates from many foreign nations have participated in addition to students from various parts of the United States. Many of these students already held a master's degree in Philosophy before entering into this program. Among those who successfully complete the program, some will become Philosophy for Children coordinators in school districts and some will become classroom teachers. Other students may go on to doctoral programs at various universities including the Ed.D. in Pedagogy with a specialization in Philosophy for Children at Montclair State University. This specialization is described under Pedagogy (Ed.D.).

Certification

Candidates may, if they choose, opt for K-12 certification in a discipline other than philosophy since philosophy is not a certifiable discipline in most states. Before beginning the degree program, the student who chooses this option should identify the discipline in which certification is to be requested upon consultation with the graduate advisor. It is the student's responsibility to contact the departmental certification advisor in that discipline to determine which courses the student will need to take in addition to the 46 graduate-credit program in teaching middle school philosophy. There is no reason why these courses could not be taken in advance of the student's residence at Montclair State. The student will also be responsible for designing a work program with the director of the IAPC graduate programs, which will secure the approval of the certifying officer of the University, the Dean of the College of Education and Human Services.

Admission Requirements

Students should have a strong background in the liberal arts, with at least 15 undergraduate credits in traditional philosophy and 6 credits in psychology. Courses in the history of philosophy and logic are particularly desirable. Also required are an overall average of 3.00 in undergraduate work, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

Examinations

All candidates for the degree must pass the IAPC comprehensive examination given each year at the end of the summer terminal session. Application for this examination must be made in writing to the Office of Graduate Studies by March 1st of the year in which the examination is to be taken. Candidates are examined in the teaching of reasoning, inquiry and concept formation skills, and in the relationship between the history of ideas and philosophy for children.

REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING, CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

			Semester Hours
Summer (one month off-campus residential session)			
	PHLC 510	Teaching Philosophical Reasoning I	2
	PHLC 510	Teaching Philosophical Reasoning II	2
	PHLC 511	Teaching Philosophical Reasoning III	3
Fall			
	CURR 400	Teacher, School and Society	3
	CURR 401	Senior Field Experience	1
	CURR 414	In-service Supervised Teaching I	4
	CURR 521	Seminar: Problems of a Classroom Teacher	1
	EDFD 521	Contemporary Educational Thought	3
	PHLC 512	Value Inquiry	3
Spring			
	CURR 415	In-service Supervised Teaching II	4
	EDFD 581	Critical Thinking, Community and Self	3
	PHLC 513	Social Inquiry	3
	PSYC 560	Advanced Educational Psychology	3
	SOCI 560	Sociological Theory	3
Summer (one month, off-campus residential session)			
	PHLC 614	Scientific Reasoning	2
	PHLC 615	Foundations of Philosophy for Children	2
COMPREHENSIVE EXAMINATION			

Total semester hours: 42

MASTER OF EDUCATION (M. ED.) AN INTERDISCIPLINARY DEGREE FOR CLASSROOM TEACHERS

M.Ed Administrator and Coordinator: Dr. Catherine Becker

Graduate Advisor: Dr. Catherine Becker

The Master of Education degree housed in the department of Curriculum and Teaching is designed to provide teachers with the knowledge, skills and competencies that will improve their performance in the classroom while broadening their awareness of professional issues and concerns. It is a program that is consciously designed for the classroom teacher, who is a mature student. The program focuses on the study of curriculum, pedagogy, and institutional forces that inhibit and facilitate teachers' becoming stewards of school change.

Admission Requirements

Admission to the program is limited to active, certified teachers. Students must demonstrate required Graduate Record Examination (GRE) or Miller Analogies Test scores and a basic undergraduate grade point average of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate they are capable of completing the program. Matriculation is a two-step process. Students must demonstrate a "B" or better average in Phase I coursework for full matriculation. Persons interested in the program may secure information from Dr. Catherine Becker, Chapin Hall, Room 215.

REQUIREMENTS FOR THE M.Ed. DEGREE

			Semester Hours
PHASE I (9 semester hours)			
CURR	530	Principles of Curriculum Development	3
EDFD	520	Development of Educational Thought	3
ELRS	580	Learning: Process and Measurement	3
PHASE II (12 semester hours)			
Part A (6 semester hours)			
CURR	534	Strategies for Curriculum Change	3
CURR	551	Problem Solving and Critical Inquiry in Curriculum Development	3
Part B (6 semester hours)			
COUN	559	Dynamics of Group Process	1-3
CURR	522	Innovations in Teaching	3
CURR	523	Education in the Inner City	3
CURR	532	Middle School Curriculum and Organization	3
CURR	537	The Study of Curriculum and Teaching	3
CURR	550	Microcomputers in Curriculum and Classroom Teaching	3
CURR	599	Curricular and Social Dynamics of Schooling	3
EDFD	540	Social Forces and Education	3

PHASE III (6 semester hours)

Graduate Subject/Correlative Electives 6

PHASE IV (9 semester hours)

ELRS 503 Methods of Research 3
CURR 670 Culminating Activity* 4
CURR 650 Transitional Seminar 2

*Satisfies the graduate research/comprehensive examination requirement

TOTAL: 36

CURRICULUM AND TEACHING

Course Descriptions

Semester Hours

CURR 500 FIELDWORK IN EDUCATION

1 - 3

This field course will expose adult students to the theoretical underpinnings of social and learning behaviors of students in public schools and the professional behaviors of teachers in the context of classrooms. Coupled with theory will be actual experiences in appropriate settings designed to provide the adult students opportunities to reflect upon, to plan for, to interact with, and to evaluate the full range of teacher activities and students activities in classroom settings.

Prerequisite: Students must be admitted to either the post-B.A. certification or MAT programs and have filed a timely field experiences application with the Center of Pedagogy.

CURR 522 INNOVATIONS IN TEACHING

3

New media and strategies, novel teaching rules, individualized instructional programs, classroom group dynamics and experimental school organizations. Team teaching utilized where feasible. The student prepares an innovation proposal.

Prerequisite: Departmental approval.

CURR 523 EDUCATION IN THE INNER CITY

3

The urban school through the eyes of city youngsters, teachers and other educational personnel. Influences of social and economic forces: poverty, family patterns, ghetto mores, urban unrest, emergent minority leadership, school funding patterns, community agencies and school traditions. Evaluation of federal and other projects, innovative teaching and local action. Student prepares a proposal for improvement of an urban school situation.

CURR 530 PRINCIPLES OF CURRICULUM DEVELOPMENT

3

Philosophic, social and economic forces in our society that have determined and will determine the pattern of curriculum in American education in the American public schools from K-12 grades. Accepted manner of designing such curricula and professional bodies and individuals who play leading roles in the process of curriculum design. Connection of community interest and power structures in society which are related to the professional decisions.

Prerequisite: Admitted to M.A.T., or M.Ed., or Post-Baccalaureate Certification program.

CURR 531 CURRICULUM CONSTRUCTION IN THE 3
ELEMENTARY SCHOOL

Reviewing and bringing up-to-date basic curriculum development concepts; curriculum construction in a modern elementary school; creating an elementary school curriculum in a specific field for one or more grade levels.

Prerequisite: CURR 530.

CURR 532 MIDDLE SCHOOL CURRICULUM 3
AND ORGANIZATION

Emerging curriculum of the rapidly developing middle school. Organization of pupils, instruction, media and facilities. Recent social changes and educational innovations; practices in typical middle schools; developing instructional strategies.

Prerequisite: CURR 530.

CURR 534 STRATEGIES FOR CURRICULUM CHANGE 3

Principles and concepts from sociology, social psychology, educational administration and curriculum applied to education. Opportunity to develop change strategies for particular field settings.

Prerequisite: Admitted to M.A.T., or M.Ed., or Post-Baccalaureate Certification program.

CURR 537 THE STUDY OF TEACHING AND CURRICULUM 3

The teaching process, the varieties of teaching models and metaphors, underlying philosophical considerations and the relationship between teaching and learning outcomes.

CURR 538 DISCIPLINE AND GROUP MANAGEMENT 3
IN THE CLASSROOM

Course designed to enable teachers to more effectively manage classroom behavioral problems. Classroom management will be examined as distinct from and requisite for effective instruction. Several unified managerial approaches will be studied. Course will culminate with opportunities to practice the selection and application of specific managerial techniques to a range of simulated classroom situations.

CURR 546 EDUCATION OF THE GIFTED AND TALENTED 3

Course will focus on the components necessary for planning and implementing programs for gifted and talented students: definition and identification procedures, alternative organizational patterns, curriculum design, instructional strategies and materials, teacher selection and program evaluation.

CURR 550 MICROCOMPUTERS IN CURRICULUM 3
AND CLASSROOM TEACHING

The course is designed to develop, in teachers, skills and knowledge which will help them use computers in their teaching. The skill areas are those involving word processing, data base management, and test construction. The knowledge areas include software evaluation and methods of computer based instruction-tutorials, drill and practice, simulations, games and tests.

CURR 551 PROBLEM SOLVING AND CRITICAL INQUIRY 3
IN CURRICULUM DEVELOPMENT

This course provides an opportunity for participants to delve into the nature of problem solving and inquiry within a specific subject and apply this new knowledge to the development of a curricular product.

CURR 599 CURRICULAR AND SOCIAL DYNAMICS OF SCHOOLING 3

This course introduces students to the curriculum of the American School. The content of the curriculum, the organization of the curriculum and the pedagogical factors that influence it are examined. In addition, students examine the historical, political and philosophic factors that influence curriculum.

CURR 610 INDEPENDENT STUDY IN CURRICULUM AND TEACHING 1 - 3

An opportunity for practicing teachers to develop and implement curricula under the guidance of curriculum development specialists. Student should discuss proposal with a faculty sponsor in the department of Curriculum and Teaching and secure permission prior to registration. Especially appropriate for teachers involved in "T&E" planning.

Prerequisite: Departmental approval.

CURR 650 TRANSITIONAL SEMINAR 2

This course provides participants with an opportunity to integrate major content of Phase I and set goals for remainder of program.

Prerequisites: ELRS 503 and matriculation in M.Ed. program.

CURR 654 PROFESSIONAL DEVELOPMENT MODULES I 4 - 8

The Professional Development Modules provide an individualized learning experience for M.Ed. students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. M.Ed. candidates must master the competencies required at the time they enroll in the course. Credit varies from 4 - 8 credits depending upon how long it takes to develop and demonstrate required mastery.

Prerequisites: CURR 650 and COUN 559.

CURR 655 PROFESSIONAL DEVELOPMENT MODULES II 4 - 8

The Professional Development Modules provide an individualized learning experience for M.Ed. students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. M.Ed. candidates must master the competencies required at the time they enroll in the course. Credit varies from 4 - 8 depending upon how long it takes to develop and demonstrate required mastery.

Prerequisites: CURR 654.

CURR 670 CULMINATING ACTIVITY 4

This is the final course of the M.Ed. program. Each teacher is responsible for implementing, at a field site, the activity he/she planned in Transitional Seminar II, and then evaluating and disseminating the results.

Prerequisites: CURR 650.

EDUCATIONAL FOUNDATIONS

Chairperson: Dr. Mark Weinstein

The Department of Educational Foundations has the dual responsibility of serving established educational programs while developing new approaches toward their improvement through philosophical, psychological, sociological, historical and comparative studies, as well as through educational theory and research. In keeping with these professional responsibilities, the department offers the M.Ed. concentrations in Critical Thinking and Philosophy for Children as well as the foundation courses in educational philosophy, educational sociology (including issues of gender, race and class), research measurement, and evaluation methodology for the preparation and professional development of teachers and other educators.

MASTER OF EDUCATION, CONCENTRATION IN CRITICAL THINKING

Graduate Advisor: Dr. Mark Weinstein

The Master of Education (M.Ed.), concentration in Critical Thinking is housed in the Department of Educational Foundations, College of Education and Human Services at Montclair State University, under the leadership of the Dean. The concept of critical thinking is used as a focal point for an analysis of schooling in America, the relationship between the schools and the broader social system, and the theoretical basis for pedagogical decisions. Recognizing the importance of improving classroom practice of teachers enrolled in the program, strong emphasis is placed on understanding the theoretical underpinnings of critical thinking from a philosophical, historical, social, and political perspective, and a consideration of the implications for classroom practice. Improvements in classroom practice of teachers enrolled in the program are developed from these implications.

GOALS

- a. To develop an understanding of the philosophical, historical, social, and political origins of the concept of teaching for critical thinking and the implications for current school practice.
- b. To develop an understanding of the basic concepts and ideals that underlie critical thinking as a school goal.
- c. To develop an understanding of research and evaluation especially as they relate to the improvement of teaching.
- d. To strengthen teachers' existing curricular planning and pedagogical strategies so that critical thinking objectives can be achieved.
- e. To develop the ability to engage in a critical analysis of educational issues and the professional knowledge base of teachers.

ADMISSION AND MATRICULATION

Admission to the M.Ed. program is limited to certified teachers. Applicants must demonstrate required Miller Analogies Test scores and a basic undergraduate GPA of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate that they are capable of completing the program. An applicant who wishes to enroll in courses in the program prior to matriculation may be permitted to register for six credits by presenting proof of an undergraduate degree or teaching certification.

Graduation requirements are the completion of 39-48 semester hours as outlined, including a culminating activity.

REQUIREMENTS FOR THE MASTER OF EDUCATION, CONCENTRATION IN CRITICAL THINKING

			Semester Hours
I.	Core M.Ed. Courses		18
	COUN 559	Dynamics of Group Processes	3
	CURR 530	Principles of Curriculum Development	3
	CURR 534	Strategies for Curriculum Change	3
	EDFD 520	Development of Educational Thought	3
	EDFD 540	Social Forces and Education	3
	ELRS 503	Methods of Research	3
II.	Concentration Required Courses		9
	EDFD 548	Crucial Issues in American Education	3
	EDFD 550	Critical Thinking and Learning	3
	EDFD 670	Culminating Activity Project in Critical Thinking	3
III.	Specialization Courses, selected from such courses as:		9
	CURR 635	Research Seminar in Curriculum Construction	3
	EDFD 551	Critical Thinking and Moral Education	3
	EDFD 552	Critical Thinking and Contemporary Educational Issues	3
	READ 507	Understanding Reading Comprehension	3
	READ 508	Critical Thinking and Literacy	3
	READ 600	Workshop in Contemporary Issues in Reading	1-3
IV.	Content Field Courses:		3-9
	In addition, students must complete 3-9 semester hours, as determined by an advisor, in content field(s), e.g., science, English, history, foreign language, etc.		
	Courses are to be selected in consultation with the advisor.		

**Total Semester Hours for M.Ed. with the concentration in
Critical Thinking 39-48**

MASTER OF EDUCATION, CONCENTRATION IN PHILOSOPHY FOR CHILDREN

*Director of the Institute for the Advancement
of Philosophy for Children (IAPC): Dr. Matthew Lipman*
Director of IAPC Graduate Programs,
Graduate Advisor: Dr. Ann Margaret Sharp

The master's program in philosophy for children is designed for candidates who have a liberal arts degree or its equivalent with a background in philosophy. In view of the growing awareness of the importance of reasoning to the educational process, and in view of the high regard in which the philosophy for children program has come to be held by educators internationally, proficiency in teaching children philosophy, as attested by this degree, will strongly recommend such individuals to elementary and secondary schools seeking teachers with proficiency in improving students' cognitive skills.

Students attend four semesters of which the first and final are summer residential sessions held off campus in a community setting. Students take course work in philosophy for children, educational psychology, and social theory. Additional course work enables the student to acquire actual classroom experience teaching philosophy to children under supervision in local public schools and to analyze their teaching experience under the guidance of the professional staff.

Students from many foreign nations participate in the program in addition to students from various parts of the United States. United States citizens without teaching certification apply for the M.A.T. with a concentration in Teaching Middle School Philosophy. Many of these students already hold a master's degree in Philosophy. Among those who successfully complete the program, some will become Philosophy for Children coordinators in school districts and some will become classroom teachers. Other students may go on to doctoral programs at various universities including the Ed.D. in Pedagogy with a specialization in Philosophy for Children at Montclair State University. This specialization is described under Pedagogy (Ed.D.).

Admission Requirements

Students should have a strong background in the liberal arts, with at least 15 undergraduate credits in traditional philosophy. Courses in the history of philosophy and logic are particularly desirable. Also required are an overall average of 3.00 in undergraduate work, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

Examinations

All candidates for the degree must pass the IAPC comprehensive examination. Application for this examination must be made in writing to the Office of Graduate Studies by March 1st of the year in which the examination is to be taken. Candidates are examined in the teaching of reasoning, inquiry and concept formation skills, and in the relationship between the history of ideas and philosophy for children.

REQUIREMENTS FOR THE MASTER OF EDUCATION, CONCENTRATION IN PHILOSOPHY FOR CHILDREN

			Semester Hours
Summer (one month off-campus residential session)			
	PHLC 508	Teaching Philosophical Reasoning I	2
	PHLC 509	Teaching Philosophical Reasoning II	2
Fall			
	CURR 530	Principles of Curriculum Development	3
	CURR 534	Strategies for Curriculum Change	3
	EDFD 520	Development of Educational Thought	3
	PHLC 511	Teaching Philosophical Reasoning III	3
	PHLC 512	Value Inquiry	3
Spring			
	COUN 559	Dynamics of Group Process	3
	EDFD 550	Critical Thinking and Learning	3
	ELRS 503	Methods of Research	3
	PHIL 426	Seminar in Philosophy	3
	PHLC 513	Social Inquiry	3
Summer (one month, off-campus residential session)			
	PHLC 614	Scientific Reasoning	2
	PHLC 615	Foundations of Philosophy for Children	2
COMPREHENSIVE EXAMINATION			
			Total semester hours: 38

EDUCATIONAL FOUNDATIONS

Course Descriptions

		Semester Hours
EDFD 520	DEVELOPMENT OF EDUCATIONAL THOUGHT	3
Intensive study of philosophic assumption from classical to modern schools of thought as they relate to educational theory and practice. Realism, idealism, and naturalism with emphasis upon significant contributions from Plato, Aristotle, Epicurus, Locke, Rousseau, Aquinas and others will be analyzed in light of current issues.		
EDFD 521	CONTEMPORARY EDUCATIONAL THOUGHT	3
Critical evaluation of schools of philosophy which have contributed to educational thought in modern times; pragmatism, progressivism, existentialism, perennialism, reconstructionism, and others. Current trends and problems; principles underlying educational theory and practice.		

EDFD 540 SOCIAL FORCES AND EDUCATION 3

Examination of various facets of society that have impact on the educational system: economic, political, social, ethnic and religious forces as they relate to problems of educational systems. Field studies included.

EDFD 548 CRUCIAL ISSUES IN AMERICAN EDUCATION 3

A study of the origin, development, and status of specific crucial issues in the field of education. Such topics as: race, class and gender and their effects on school life and curriculum, multicultural education, violence in schools, teenage pregnancy, school funding and the education of teachers, etc. will be considered.

EDFD 550 CRITICAL THINKING AND LEARNING 3

This course provides an introduction to critical thinking as an educational goal. Students will consider the nature of critical thinking and its implications for educational objectives and student learning, and engage in its practice. Students will examine classroom practices through which critical thinking can be developed, including questioning strategies and evaluation procedures.

EDFD 551 CRITICAL THINKING AND MORAL EDUCATION 3

The course offers a critical thinking framework for moral education. Approaches to moral education through critical thinking will be explored including those of Lipman, Siegel and Paul. These will be seen within the perspective of alternative and complementary approaches including values clarification, moral developmentalism, and cultural transmission models. Students will be helped to identify occasions for moral education throughout the curriculum and to design interventions and curriculum materials to strengthen the moral judgment of their pupils.

EDFD 552 CRITICAL THINKING AND CONTEMPORARY EDUCATIONAL ISSUES 3

Critical thinking is a reform movement in education that reflects sociological, political, and philosophical issues. Writers, including Freire, Greene, Paul, Siegel and Lipman, have advocated a critical response to educational policy viewed within the context of social and political forces. The course will examine these views and analyze their role in relation to current trends and attitudes as reflected by thinkers such as Hirsch and Bloom and the various reports that have exemplified the current evaluation of recent education.

EDFD 554 CRITICAL THINKING AND DEMOCRACY 3

Critical thinking is a reform movement in education that addresses central concerns in education for democracy as well as other sociological, political and philosophical issues. This course will help teachers deepen their understanding of the meaning of "democracy," as well as the relationship between democratic practice and schooling. In this course, teachers will explore the history of American education, studying the basic commitment to democracy inherent within it, as well as the on-going tension between democratic ideals and other educational objectives, such as rewarding excellence and furthering capitalistic meritocracy.

EDFD 555 CRITICAL THINKING AND REASONING 3

Critical thinking requires the ability to be reasonable, both in asserting claims and in interacting with others. This course will look at the foundations of critical thinking, informal logic, argumentation analysis, and cognitive psychology, in order to help teachers develop, facilitate, and support student reasoning in relation to their studies and to their lives outside of schools.

EDFD 565 WOMEN AND EDUCATION IN AN INTERNATIONAL PERSPECTIVE 3

A course designed to study the relationship between the education received by women and their socio-political and economic conditions in various countries throughout the world.

Prerequisite: Undergraduate degree.

EDFD 566 INTERNATIONAL EDUCATION 3.0

Students are introduced to the work of international education agencies such as UNESCO, the Institute for International Education, and campus groups that focus on international students. Readings are in the field of international education with supplementary readings in social sciences that provide a context. Each student is required to involve himself/herself with the work of an international agency as a culminating activity.

EDFD 581 CRITICAL THINKING, COMMUNITY AND SELF 3

Attention will be given to the basic technique of forming classroom communities of inquiry through the study of the broad historical tradition of educational philosophy from Plato to Passmore. Particular attention will be given to philosophers who have dealt with the nature of reflection, thinking skills, ethical inquiry, pedagogical methods, children's rights, dialogue, community, personhood, and the general aims of education.

EDFD 670 CULMINATING ACTIVITY PROJECT IN CRITICAL THINKING 3

The final course in the M.Ed. concentration in Critical Thinking, this individualized learning experience involves each graduate student in the planning and execution of a complex critical thinking project, in consultation with the course instructor. Each student must relate critical thinking to his/her own on-going professional responsibilities, as well as prepare a formal evaluation of the results. A descriptive and evaluative report are required, as is the dissemination of the results through a conference presentation or publishable article.

ELRS 503 METHODS OF RESEARCH 3

Theory and methods of historical, descriptive, and experimental research; formulation of a research problem; use of bibliographical sources and reference materials; statistics and measurement in research; types and instruments of research; data collection, and analysis. Writing the research report, and career opportunities in research.

ELRS 553 SELECTED TOPICS IN CRITICAL THINKING 3

This course will focus on particular areas of application, theoretical dispute, and/or procedural issues as they apply to teaching for critical thinking.

Prerequisite: EDFD 550.

- ELRS 578 TESTING AND EVALUATION 3**
Principles and practices of educational and psychological testing and evaluation relevant to professionals in human services, communication sciences and disorders, education, and related fields. Historical/philosophical orientation; place of testing in instructional and remedial programs; statistical concepts underlying measurement; validity, reliability, response set; construction of tests and measurement instruments; evaluation and interpretation of testing data; use and misuse of testing data; reporting data to students, parents and colleagues; critical analyses of selected standardized intelligence, ability and personality tests; experimental tests and measurement instruments. Course project geared to individual student needs.
- ELRS 580 LEARNING: PROCESS AND MEASUREMENT 3**
Study of the learning process and its measurement as it applies in the classroom and non-school settings.
- ELRS 603 SEMINAR IN RESEARCH 3**
Carry out a research project-historical, descriptive, or experimental in nature-culminating in a written report.
Prerequisite: ELRS 503.
- ELRS 650 INDEPENDENT STUDY IN EDUCATIONAL RESEARCH AND EVALUATION 1 - 3**
Designed for individuals who, in consultation with advisor, wish to undertake an in-depth analysis of a specific research problem.
Prerequisite: Departmental approval.

INSTITUTE FOR THE ADVANCEMENT OF PHILOSOPHY FOR CHILDREN

Course Descriptions

- | | Semester
Hours |
|---|---------------------------|
| PHLC 508 TEACHING PHILOSOPHICAL REASONING I | 2 |
| This course aims to acquaint teachers with reasoning skills that are employed in everyday conversation, reading, listening and writing, so as to prepare them to think more reasonably and judiciously. | |
| PHLC 509 TEACHING PHILOSOPHICAL REASONING II | 2 |
| This course aims to assist teachers to operationalize reasoning skills while at the same time utilizing certain aspects of philosophy of language, aesthetics and epistemology for the enhancement of writing skills. | |
| PHLC 511 TEACHING PHILOSOPHICAL REASONING III | 3 |
| The aim of this course is to assist prospective teachers to operationalize reasoning skills and to utilize certain aspects of philosophy of language, aesthetics, and epistemology for the enhancement of writing skills. | |
| <i>Prerequisite: PHLC 509</i> | |

PHLC 512 VALUE INQUIRY**3**

Prospective teachers are introduced to the techniques by which reasoning can deal with moral issues in the objective and impartial fashion known as ethical inquiry for children.

PHLC 513 SOCIAL INQUIRY**3**

This course will enable prospective teachers who have already taken the foundational course in philosophy for children to teach children to apply basic reasoning skills to the social studies. The program, therefore, represents an integration of philosophy, logic and the social sciences. It is also a way of presenting the social studies as a discussion course in which the conceptual foundations of the behavioral sciences are reviewed and appraised.

Prerequisites: PHLC 508, 509 and 511.

PHLC 614 SCIENTIFIC REASONING**2**

This course aims at familiarizing students with a variety of reasoning skills that are useful in scientific inquiry, while at the same time teaching them how to create a cognitive readiness in children to do science.

PHLC 615 FOUNDATIONS OF PHILOSOPHY FOR CHILDREN**2**

This course focuses on the educational relationship between children and thinking. It aims to assist students to understand the role of ideas in children's learning, the ways in which children can be encouraged to deliberate with regard to ill-defined conceptual issues, and to assist students to understand the relationship of Philosophy for Children to critical and creative thinking.

ENGLISH

Chairperson: Dr. Daniel R. Bronson

Graduate Advisor: Dr. Monika M. Elbert

In the Master's program, students may choose course work in British Literature, American Literature, International Literature, or Writing Studies to complement the required core courses and electives. Students are expected to demonstrate the ability to participate in sophisticated scholarly discourse, both orally and in writing.

The program serves as continuing training for in-service teachers and as preparation for doctoral-level work, as well as providing intellectual enrichment. A significant number of M.A. graduates have, in recent years, gone on to doctoral programs at major universities or to teaching positions at community colleges. Others have found the program to be both useful and enhancing to careers in business.

ADMISSION REQUIREMENTS

Candidates for matriculation in the Master of Arts program of this department must show a B average or better in their undergraduate work and a score of not less than 500 (Verbal) on their Graduate Record Examinations. Most applicants will have majored in literature (English, comparative, or foreign) at the undergraduate level. However, students with strong academic credentials may apply even if they do not have the recommended background in literature. The Graduate Advisor will interview each candidate for the program regarding his or her scholastic record and intellectual or professional goals. Students admitted to the Graduate Program in English must take at least one course in each academic year in order to maintain matriculation. Exceptions may be made upon application to the departmental Graduate Advisor.

Non-matriculated students must obtain the approval of the departmental Graduate Advisor in order to enter graduate courses in English.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENGLISH

- I. Distribution of course work
 - A. Core courses 9
 - 1. Seminar in Literary Research (to be taken near the beginning of the program) 3
 - 2. ENLT 514 Theoretical Approaches to Literature 3
 - 3. Thesis Writing (to be taken at the end of the program) 3
 - B. Courses in one of four areas of study 12
 - 1. British Literature
 - 2. American Literature
 - 3. International Literature
 - 4. Writing Studies
 - C. Electives 12

Any ENGL, ENLT, or ENWR graduate courses not used to fulfill requirements in "B." Six credits may be taken outside the English Department with prior permission of the English Graduate Program Advisor.

II. Foreign Language Requirement

Students are not required to demonstrate a reading knowledge of a foreign language; however, the department provides students with the opportunity to demonstrate such competency by examination in case they wish to present this credential when they apply for admission to doctoral programs. Examinations may normally be given in French, German, Italian, Russian, and Spanish. Other languages may be offered with the approval of the department. Testing arrangements should be made with the graduate advisor.

III. Comprehensive Examination

All candidates for the master's degree must pass a three-hour written comprehensive examination. The examination is designed to test critical ability and familiarity with major works of British, American, and international literature as well as selections in literary criticism. Students must complete at least three-quarters of their course work before taking the comprehensive examination, and must pass the examination before registering for Thesis Writing.

The comprehensive examination is based on a reading list compiled by a committee of graduate faculty. The list covers the major areas of literary study. By April or September of the semester preceding the semester in which the examination will be taken, students should inform the Graduate Advisor of their intentions. The reading list will be sent to them four months before the exam will be taken.

Check with the Graduate Advisor for dates of the comprehensive examination and for revisions to the program.

ENGLISH

Course Descriptions

BRITISH LITERATURE

	Semester Hours
ENGL 505 CHAUCER	3
An intensive study of the Canterbury Tales and other works against their literary and social backgrounds, with special attention to Chaucer's language and to the procedures of Chaucerian scholarship. No previous study of Middle English is required.	
ENGL 508 SHAKESPEARE STUDIES: TRAGEDIES	3
Shakespeare's tragic drama against a background of classical and Medieval theories of tragedy, and in relation to the practice of his contemporaries. Consideration is given to Shakespeare's use of plot sources and to Elizabethan theories of rhetoric.	
ENGL 509 SHAKESPEARE STUDIES: COMEDIES	3
Shakespeare's comic art in the light of comic theory and practice from Aristotle to the present. Areas of analysis include Shakespeare's use of Roman and native English comedy, his language, characters, and sources, and the traditions of Shakespearean criticism.	

ENGL 510 SHAKESPEARE STUDIES: HISTORIES 3

A study of the ten English history plays. Shakespeare's use of historical sources and variations from historical fact are examined carefully. Attention is given to scholarship, criticism, and production of the history plays.

ENGL 511 ELIZABETHAN AND JACOBEOAN DRAMA 3

A comprehensive view of the period of the apex of English drama, from 1550 to the closing of the theaters in 1642. Major works by Elizabethan and Jacobean dramatists other than Shakespeare are studied in the light of Medieval English drama and the new Renaissance theories of Shakespeare's contemporaries. Attention is given to changes in subject matter, tone, dramaturgy, and staging during the latter part of the period.

ENGL 515 SEVENTEENTH CENTURY LITERATURE: POETRY 3

The poetry of Donne, Jonson, Herbert, Marvell, and Milton, supplemented by historical and intellectual background and by selections from the work of Vaughan, Traherne, Crashaw, Herrick, Suckling, Lovelace, Carew, and Cowley. Stylistic categories such as the metaphysical the classical, and the meditative are considered in the light of a close critical analysis of the major poetry.

ENGL 516 SEVENTEENTH CENTURY LITERATURE: PROSE 3

English prose between the Elizabethan period and the age of Queen Anne, including the development of prose style and the origins of the short narrative, of scientific writing, and of modern literary criticism. Authors include Milton, Pepys, Bunyan, Walton, Burton, Bacon, Brown, and Aubrey.

ENGL 518 MILTON 3

Paradise Lost, Paradise Regained, Samson Agonistes, and some of the minor works are analysed intensively. Styles, themes, and techniques are considered in the light of Milton's life and the political and religious controversies of his times. The poetry is also studied in terms of its relation to Milton's Italian and classical models, his Elizabethan masters, and his contemporaries.

ENGL 521 THE AUGUSTAN AGE 3

The literature of the Restoration and early eighteenth century in its cultural contexts. Topics include criticism and aesthetics, satire, the new nature poetry, and the relationship between literary forms and philosophical and critical ideas. Emphasis on the works of Dryden, Swift, Pope, Gay, Addison and Steele, and Thomson.

ENGL 529 BRITISH ROMANTICISM I: WORDSWORTH AND COLERIDGE 3

The poetry of the two most important writers of the first generation of the Romantic movement in England. Emphasis is placed on the significance of their poetry in terms of the poets' own personal experience and in the context of the age of democratic and industrial revolution.

ENGL 530 BRITISH ROMANTICISM II: BYRON, SHELLEY, AND KEATS 3

The major works of the second-generation Romantics are studied in relation to the experience of their lives and the movements of their time. Attention is also given to their letters and critical writings.

ENGL 532 VICTORIAN STUDIES II: NOVEL 3

The Victorian novel in its historical and cultural contexts, with emphasis on the responses of the most vital art form of the age to the unprecedented changes in English life that took place during the era. Works by Thackeray, Trollope, Dickens, the Brontës, Eliot, and others.

ENGL 533 VICTORIAN STUDIES III: POETRY 3

The course concentrates on the major mid-Victorian poets, Tennyson, Browning, and Arnold, and to a lesser extent on their successors among the pre-Raphaelites, the aesthetes, and the rhymers.

ENGL 535 TURN-OF-THE-CENTURY BRITISH WRITERS 3

An examination of British literature in the transitional period between the late nineteenth and early twentieth centuries. Writers might include Hardy, Conrad, Joyce, and Lawrence. Attention is given to the ways in which their works illuminate the movement from Victorian to modernist thinking and demonstrate the relation between literary consciousness and society.

ENGL 540 THE MODERN BRITISH NOVEL 3

Innovations in characterization, narrative technique, and theme under the impact of major twentieth-century political, economic, and cultural developments. Works by Forster, Huxley, Waugh, Orwell, Greene, Amis, Murdoch, Lessing, and others.

ENGL 542 THE IRISH RENAISSANCE 3

The Irish contribution to twentieth-century literature and aesthetic theory, specifically to that brand of experimentation, individualism, and internationalism associated with the idea of the modern. Special attention to W.B. Yeats, James Joyce, J.M. Synge, Sean O'Casey, and Frank O'Connor.

ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars.

Prerequisites: Permission of the graduate program coordinator and of the project supervisor is required before registration.

ENGL 600 SEMINAR IN BRITISH LITERATURE 3

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the British seminar so long as the topic is different each time.

AMERICAN LITERATURE**ENGL 550 STUDIES IN EARLY AMERICAN LITERATURE 3**

All major and several minor American writers of the seventeenth and eighteenth centuries are studied within several contexts: literary, religious, philosophical, and political. Topics include the development of American literature 1620-1800; the effects of puritanism and deism; the concept of the American Dream; the originality of the founding fathers; and the extent to which modern American literature and culture reflect the colonial heritage.

ENGL 555 AMERICAN ROMANTICISM 3

An exploration of the Romantic movement in America with attention to transcendentalism and other social movements. Writers might include Brown, Irving, Cooper, Emerson, Thoreau, Fuller, Louisa May Alcott, and Whitman.

ENGL 556 POE, HAWTHORNE, AND MELVILLE 3

An intensive examination of the writings of the three "Dark Romantics" of the American Renaissance, set against their biographical backgrounds and the literary and historical contexts in which they worked.

ENGL 557 AMERICAN REALISM 3

The development of American realistic fiction, with emphasis on the works of Twain, Howells, and James in relation to their literary heritage and to their social milieu. Attention will also be given to local-color writers, such as Jewett and Freeman, and to naturalist writers, such as Crane, Norris, and London.

ENGL 560 MODERN AMERICAN FICTION 3

After a brief examination of late nineteenth-century realism, the major writers of the twentieth century (up to World War II) are studied with special attention to the critical attitudes of the period and to related scholarship. Authors include Dreiser, Stephen Crane, Sherwood Anderson, Hemingway and Faulkner.

ENGL 561 MODERN AMERICAN POETRY 3

Beginning with background material on late nineteenth-century poetry, the course examines selected major modern poets. The changing scene in modern poetry is noted, and the reading of contemporary poets is included. Works by Hart Crane, Hilda Doolittle, T.S. Eliot, Robert Lowell, Ezra Pound, Wallace Stevens, and others.

ENGL 563 RECENT AMERICAN FICTION 3

American fiction of approximately the last forty years in the context of American culture and traditions. The course analyzes the characteristics of theme, technique, and sensibility which form the basis of a writer's response to the ambiguities of life in the contemporary world. Works studied might include Bellow, Roth, Didion, Walker, Doctorow, and Morrison.

ENGL 564 AMERICAN DRAMA 3

The major American playwrights, such as Eugene O'Neill, Thornton Wilder, Arthur Miller, and Tennessee Williams, are placed in the perspective of their contemporaries and of traditions of the American stage.

ENGL 565 BLACK AMERICAN WOMEN WRITERS 3.0

This course explores the writings of Black American women. We will examine the conditions out of which Black women write and the ways in which their works are critiqued and theorized. Discussions will center on questions of race, gender, sexuality, and class; narrative approaches and literary devices; and the Black "womanist" creative tradition.

ENGL 598 INDEPENDENT STUDY IN AMERICAN LITERATURE 3

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars.

Prerequisite: Permission of the graduate program coordinator and of the project supervisor is required before registration.

ENGL 601 SEMINAR IN AMERICAN LITERATURE**3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the American seminar so long as the topic is different each time.

INTERNATIONAL LITERATURE**ENLT 513 LITERARY CRITICISM FROM 1800 TO THE PRESENT****3**

The break from classical theory (notably by the Romantics) and the search, principally in our own day, for new definitions of the nature and function of literature. Throughout the course, critical theory is related to the history, art, and principal writings of each period.
Prerequisite: ENLT 512.

ENLT 515 ANCIENT TRAGEDY**3**

Selected plays of Aeschylus, Sophocles, Euripides, and Seneca in English translation; origins of Greek and Roman Tragedy; religion and myth in tragedy; Aristotelian criticism; stage production; the influence of ancient tragedy on modern literature.

ENLT 565 IBSEN, STRINDBERG, AND SHAW**3**

Intensive study of three great modern playwrights with an emphasis on dramatic theory and criticism, social context, and literary/theatrical values.

**ENLT 569 MAJOR WRITERS OF AFRICA AND THE
AFRICAN DIASPORA****3**

The course will concentrate on literature from sub-saharan Africa and the African diaspora and may include writers from the Caribbean, Asia, and the Americas. Discussion topics may address issues of place; power and its effects, including colonialism and slavery; gender relations, family structures, religious beliefs; the arts and other cultural expressions.

ENLT 570 THE MODERN NOVEL**3**

Selected works by European, English, and Latin American masters, illustrating the evolution of the novel during the twentieth century. Works by James, Proust, Kafka, Dos Passos, Woolf, Gide, Mann, Hesse, Stein, Beckett, and others.

ENLT 571 TRENDS IN THE CONTEMPORARY NOVEL**3**

Significant fiction of the last fifty years from a least five countries. Students will be introduced to a variety of fictional forms which will include work from diverse geographical regions.

ENLT 572 MODERN MOVEMENTS IN THE ARTS**3**

An interdisciplinary course which considers theories and practices in the arts across cultures, beginning with classical modernism and its contemporary legacies. Emphasis on literature, with attention to the visual arts and/or music and performance.

ENLT 577 FILM STUDIES**3**

On a rotating basis, different cultural, historical, and aesthetic aspects of American, British, or world film will be examined. See current announcement. Students may repeat Film Studies so long as the topic is different each time.

ENLT 599 INDEPENDENT STUDY IN INTERNATIONAL LITERATURE 3

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars.

Prerequisites: ENGL 106; departmental approval; permission of the graduate program coordinator and of the project supervisor required before registration.

ENLT 602 SEMINAR IN INTERNATIONAL LITERATURE 3

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the International Seminar as long as the topic is different each time.

Prerequisite: Departmental approval.

WRITING STUDIES

ENGL 586 TEACHING WRITING AND THE BASIC WRITER 3

This course explores the social, educational and linguistic foundations of writing instruction with special attention to the problems of the basic writer. Practicing and prospective teachers examine the theory, research and practice of writing instruction through a process of inquiry, workshops and work on their own writing.

ENGL 588 RESEARCH IN WRITING STUDIES 3

An introduction to representative empirical research in composition pedagogy and writing studies. In the first half of the semester students will be introduced to a range of methodologies used in research in writing and composition studies. Inquiry models will include survey, ethnography, case study, the interview. In the second half of the semester students will explore a research question using one or more of the methodologies taught.

ENGL 590 RHETORICAL THEORIES AND THE TEACHING OF WRITING 3

A inquiry into the rhetorical and theoretical roots of current questions, methods and practices of writing instruction—to investigate the possibility that both teaching writing and writing itself are deeply constructed endeavors, rooted in structures of language perception, knowing and being that are often discussed in theoretical discourse.

ENWR 590 GRADUATE WRITING SEMINAR 3

Writing in one or more of the following: essay, scholarly research, autobiography, creative non-fiction, poetry, drama, screenwriting. Students may repeat the seminar up to three times as long as the topic is different each time.

Prerequisites: Departmental approval.

REQUIRED COURSES

ENGL 605 SEMINAR IN LITERARY RESEARCH 3

Instruction and practical experience in such areas as reference sources, textual study, kinds of criticism, and the basics of editing. Recommended for the first or second semester of graduate study.

Working closely with a research advisor, the student conducts a scholarly investigation and completes an acceptable master's thesis.

ENLT 514 THEORETICAL APPROACHES TO LITERATURE

An in-depth study of late 19th and 20th century theoretical approaches to literature and issues of representation. Critical methodologies to be studied will include: Formalism, Structuralism, Post-Structuralism, Historical Materialism, Psychoanalysis, Feminism, Post-Colonialism and New Historicism. Students will study literary and/or filmic texts along with the critical theories. Does not count towards the International Literature specialization, as this is a required core course.



ENVIRONMENTAL STUDIES

Chairperson: Dr. Jonathan M. Lincoln

Graduate Advisor: Dr. Harbans Singh

The Master of Arts degree in Environmental Studies offers concentrations in Environmental Education, Environmental Health, Environmental Management, and Environmental Science. Each of these concentrations is designed for professional careers. Environmental Education serves the needs of teachers; Environmental Health serves the need of health professionals; Environmental Management serves government and business leaders; and Environmental Science serves industry. The program is administered by the Department of Earth and Environmental Studies. The facilities of the New Jersey School of Conservation, operated by the University at Stokes State Forest, are available as an additional resource for the study of the natural environment.

ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State University will be followed in respect to this program. Students with weak undergraduate preparation for environmental studies will be required to complete prerequisite courses at the undergraduate level and/or appropriate graduate level.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENVIRONMENTAL STUDIES

(minimum 32-33 semester hours)

CONCENTRATION IN ENVIRONMENTAL EDUCATION*

			Semester Hours
I.	Required Courses		9
	CNFS 500 Curriculum Development in Environmental Education (a field practicum)		3
	or		
	CURR 534 Strategies for Curriculum Change		3
	CNFS 610 Administration and Supervision of Environmental Field Study		2
	CNFS 620 Field Laboratory Experiences in Administration and Supervision of Environmental Field Study		1
	ENVR 509 Environmental Change and Communication		3
II.	Research Courses		6-9
	Select one methods course:		
	ELRS 503 Methods of Research		6
	or		
	ENVR 503 Methods in Environmental Research		3

Select one research option:

CNFS 601	Advanced Environmental Education Seminar	2
and		
CNFS 621	Field Laboratory Experience in Environmental Education	1
or		
ENVR 695	Research Project in Environmental Studies	3
or		
ENVR 697	Thesis	6

III. Field Courses

Select a minimum of 6 semester hours from the following list:

BIOL 430	Field Ornithology	3
BIOL 521	Field Studies of Flowering Plants	3
CNFS 460	Practicum in Environmental Education	3
CNFS 470	Introduction to Wilderness Stewardship	2
CNFS 471	Fundamentals of Wilderness Leadership	3
CNFS 472	Training for Wilderness Leaders	5
CNFS 495	Workshop on Utilizing Natural Environments	1
CNFS 496	Field Study in Humanities and Natural Science	1
CNFS 497	Field Studies in Social Studies and Outdoor Recreation	1
CNFS 501	Outdoor Teaching Sites for Environmental Education (must be taken with CNFS 521)	2
CNFS 502	American Heritage Skills	2
CNFS 504	Field Techniques for Teaching the Humanities	3
CNFS 505	Society and the Natural Environment (must be taken with CNFS 525)	2
CNFS 510	Environmental Impact of Recreation on Natural Areas	2
CNFS 511	Field Investigation of Environmental Impact on Natural Areas	1
CNFS 521	Field Laboratory Experience in Outdoor Teaching Sites for Environmental Education (must be taken with CNFS 505)	1
CNFS 522	Field Laboratory Experience in American Heritage Skills	1
CNFS 525	Field Laboratory Experience in Society and the Natural Environment (must be taken with CNFS 505)	1
CNFS 601	Advanced Environmental Education Seminar (must be taken with CNFS 621)	2
CNFS 621	Field Laboratory Experience in Environmental Education (must be taken with CNFS 601)	1
GEOS 480	Field Study in Geoscience	4
GEOS 580	Field Geology	4
PHMS 490	Field Methods in the Marine Sciences	2

IV. Natural Science Courses

BIOL 570	Ecology	3
or		
BIOL 595/CNFS 595	Conservation Biology	3
GEOS 502	Dynamic Earth	4
or		
GEOS 525	Environmental Geoscience	3

V. Electives

Select a minimum of 3 semester hours from the following list:

ANTH 411	Archaeological and Field Methods	3
ANTH 534	Anthropology and Education	3
CNFS 503	Humanities and the Environment	3
CNFS 530	Workshop in Wildlife Management Education	1
CNFS 609	Independent Study in Environmental Curriculum Development	1-4
CURR 503	Principles of Curriculum Development	3
CURR 534	Strategies for Curriculum Change	3
EDFD 540	Social Forces and Education	3
ENVR 410	Environmental Law	3
ENVR 505	Human Environment	3
ENVR 508	Environmental Problem Solving	3
ENVR 531	Independent Study in Environmental Studies	1 - 4
ENVR 551	Natural Resource Management	3
GEOS 501	Air Resource Management	3
GEOS 509	Water Resource Management	3
GEOS 530	Paleoecology	3
GEOS 560	Advanced Marine Geology	3
HLTH 502	Determinants of Environmental Health	3
HLTH 532	Air Pollution	3
HLTH 565	Foundations of Epidemiology	3
SOCI 565	Sociology of Youth	3

VI. Comprehensive Examination

**No more than 15 semester hours may be taken from any one subject area.*

CONCENTRATION IN ENVIRONMENTAL HEALTH

I.	Required courses	18
	BIOL 570 Ecology	3
	ENVR 508 Environmental Problem Solving	3
	ENVR 509 Environmental Change and Communication	3
	HLTH 502 Determinants of Environmental Health	3
	HLTH 603 Research Project in Health	3

II.	Required Electives	12
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A minimum of 6 semester hours from elective areas A and B each.

A. Health Services Area

HLTH 500	Health Aspects of Family Living	2
HLTH 516	Selected Developments in Community Health	3
HLTH 528	The Evaluation of Health	3
HLTH 530	Health Issues Seminar	3
HLTH 531	Independent Study in Health	3
HLTH 535	History and Foundations of Health I	3
HLTH 536	History and Foundations of Health II	3
HLTH 565	Foundations of Epidemiology	3

B. Life Sciences Area	
BIOL 531	Medical Parasitology 3
BIOL 543	Advances in Immunology 3
BIOL 553	Microbial Ecology 4
GEOS 509	Water Resource Management 3
HLTH 531	Independent Study in Health 3
HLTH 532	Air Pollution 3
III.	Electives 3
IV.	Comprehensive Examination

CONCENTRATION IN ENVIRONMENTAL MANAGEMENT

I.	Required Courses 15
BIOL 570	Ecology 3
ENVR 508	Environmental Problem Solving 3
ENVR 509	Environmental Change and Communication 3
ENVR 610	Seminar in Environmental Management 3
EUGS 521	Research Methods 3
II.	Required Electives 12
A minimum of 6 semester hours from elective areas A and B each	
A. Scientific Data and Concepts Area	
ANTH 411	Archeological Field Methods 3
CHEM 411	Water Analysis and Purification 3
ENVR 410	Environmental Law 3
ENVR 531	Independent Study in Environmental Studies 1 - 4
EUGS 405	Computer Mapping
or	
GEOS 405	Computer Mapping 3
GEOS 525	Environmental Geoscience 3
HLTH 502	Determinants of Environmental Health 3
PHMS 581	Coastal Geomorphology 4
PSYC 556	Environmental Psychology 3
B. Policy-making, Analysis and Management Area	
ECON 501	Economic Analysis 3
ECON 508	Economics of Public Management 3
ECON 510	Urban Economics: Problems and Policy 3
ENVR 505	Human Environment 3
ENVR 531	Independent Study in Environmental Studies 1 - 4
ENVR 551	Natural Resource Management 3
EUGS 550	Urban Studies and Policy Analysis 3
GEOS 501	Air Resource Management 3
GEOS 509	Water Resource Management 3
GEOS 513	Waste Management 3
PSYC 553	Urban Psychology 3
III.	Electives 6
IV.	Comprehensive Examination

CONCENTRATION IN ENVIRONMENTAL SCIENCE

I.	Required courses	15
	BIOL 570 Ecology	3
	GEOS 525 Environmental Geoscience	3
	GEOS 575 Geochemistry	3
	GEOS 658 Seminar in Environmental Graphics	3
	HLTH 502 Determinants of Environmental Health	3
II.	Required Electives	12
	A minimum of 6 semester hours from elective areas A and B each	
	A. Bio-ecology Area	
	BICL 505 Bacteriological Techniques in Marine Sampling	2
	BIOL 430 Field Ornithology	3
	BIOL 467 Biology of the Fishes	4
	BIOL 521 Field Studies of Flowering Plants	4
	BIOL 522 Plant Pathology	3
	BIOL 531 Medical Parasitology	3
	BIOL 532 Advanced Entomology	3
	BIOL 543 Advances in Immunology	3
	BIOL 550 Topics in Microbiology	4
	BIOL 553 Microbial Ecology	4
	BIOL 571 Physiological Plant Ecology	4
	BIOL 572 Wetland Ecology	4
	BIOL 573 Shoreline Ecology	4
	PHMS 565 Tidal Marsh Ecology	4
	B. Physical Environment Area	
	CHEM 411 Water Analysis and Purification	3
	CHEM 570 Advanced Biochemistry	3
	GEOS 509 Water Resource Management	3
	GEOS 530 Paleocology	3
	GEOS 537 Biostratigraphy of New Jersey	3
	GEOS 560 Advanced Marine Geology	3
	GEOS 571 Geophysics	3
	GEOS 573 Nuclear Geophysics	3
	HLTH 532 Air Pollution	3
	PHMS 581 Coastal Geomorphology	4
III.	Electives	6
IV.	Comprehensive Examination	

Note:

1. Electives for all these concentrations may be added by the college. The advisor should be contacted before any are selected by the student.
2. It is the student's responsibility to file for the comprehensive examination with the departmental advisor. At that time, information will be given concerning the nature and scope of the examination.

EARTH AND ENVIRONMENTAL STUDIES

Course Descriptions

Semester Hours

- ENVR 503 METHODS IN ENVIRONMENTAL RESEARCH 3**
Formulation of the research problem, use of bibliographical sources and reference material organizing the research tests and measurements, analysis of data, and report writing.
- ENVR 505 HUMAN ENVIRONMENT 3**
Discussion of population in relation to the physical environment; objectives and skills of numerous culture groups will be examined to clarify existing regional variations in the man-land relationship.
- ENVR 508 ENVIRONMENTAL PROBLEM SOLVING 3**
The purpose of this course is to train students to define environmental problems, develop their skills in solving these problems, as well as commitment to work toward their solution. Each lesson consists of student preparation of reading selected articles, classroom orientation, field trips, and the student-instructor follow-up. Field trip topics include pedestrian/vehicle conflict, school site development, plants as a city resource, urban/rural recreation, sign ordinances, transportation and similar topics.
- ENVR 509 ENVIRONMENTAL CHANGE AND COMMUNICATION 3**
Prepare students as professional environmentalists: communication and journalism strategies, theory of persuasion, and roles as catalyst, solution giver, process helpers, and resource person.
- ENVR 531 INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES 1 - 4**
Student must develop statement of goals and phasing for completion, prior to consultation with instructor.
- ENVR 551 NATURAL RESOURCE MANAGEMENT 3**
Provide background in natural resource management; wildlife, fisheries, forests, water and related components of spaceship earth. Includes field trips.
- ENVR 610 SEMINAR IN ENVIRONMENTAL MANAGEMENT 3**
This is a methods seminar focusing on the techniques of managing a project with environmental significance. Students will design and plan in detail a project to improve an existing environmental problem or to implement an economically important project that would minimize environmental problems.
- ENVR 695 RESEARCH PROJECT IN ENVIRONMENTAL STUDIES 3**
To complete the research proposal initiated in the research methods course.
Prerequisite: Departmental approval.
- ENVR 697 THESIS 6**
Preparation and defense of a thesis in Environmental Studies.
Prerequisite: Departmental approval.

Research on selected problems which will vary according to instructor.

EUGS 521 RESEARCH METHODS**3**

Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research, both cultural and physical; mapping techniques; the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.

EUGS 600 THESIS**4****EUGS 603 READING SEMINAR IN GEOGRAPHY AND
URBAN STUDIES****2**

Required of all master's degree candidates concentrating in Geography and Urban Studies. This semester entails directed independent study in preparation for a 3-hour written comprehensive examination.

GEOS 501 AIR RESOURCE MANAGEMENT**3**

Spatial distribution of energy in the atmosphere treated in terms of natural factors and man's induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.

Prerequisite: For majors in College of Science and Mathematics.

GEOS 502 THE DYNAMIC EARTH**4**

Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture, 2 hours lab.)

Prerequisites: Not open to graduates of a geology or geoscience program.

GEOS 509 WATER RESOURCE MANAGEMENT**3**

The spatial patterns of the water resource both as surface water and ground water. Processes affecting availability and techniques of estimation are stressed.

Prerequisite: For majors in College of Science and Mathematics.

GEOS 513 WASTE MANAGEMENT**3**

This course examines liquid waste management (sewage, sewerage, septic, and acid mine drainage) and solid waste management (composting, incineration, dumps, sanitary landfills, ocean dumping, and resource recovery). Management of radioactive wastes is included.

Prerequisite: For majors in College of Science and Mathematics.

GEOS 525 ENVIRONMENTAL GEOSCIENCE**3**

In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture.)

Prerequisite: For majors in College of Science and Mathematics.

GEOS 530 PALEOECOLOGY 3

Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab.)

Prerequisite: Biology major, or Geoscience major, or Environmental Studies major with a concentration in Environmental Science.

GEOS 575 GEOCHEMISTRY 3

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes) study of meteorites. Required field trips. (3 hours lecture.)

Prerequisites: For majors in the College of Science and Mathematics.

GEOS 580 FIELD GEOLOGY 4

The principles and techniques of geologic field work. Independent and team mapping of local areas of geologic interest using modern field methods and instruments. (3 hours lecture, 2 hours lab.)

Prerequisites: Geoscience major.

GEOS 590 RESEARCH SEMINAR 3

Student field, laboratory, and library investigation of a problem in the area of his or her interest in geoscience, the results of which will be presented in oral and written form. Class discussion of the individual papers and of other pertinent topics of current interest in geoscience.

Prerequisite: Geoscience major.

GEOS 592 SPECIAL PROBLEMS IN GEOSCIENCE 1-4

Independent research project to be performed by the student under the guidance of the faculty.

Prerequisite: Departmental approval.

GEOS 594 RESEARCH IN GEOSCIENCE LITERATURE 1

Investigation and evaluation of a topic in geoscience under the supervision of a faculty member by: (1) preparing a bibliography from standard sources, including an on-line computer search; and, (2) preparing a report written in standard professional format.

Prerequisite: Geoscience major.

GEOS 658 SEMINAR IN ENVIRONMENTAL GRAPHICS 3

The use of graphic materials suitable for analyzing, understanding and presenting aspects of the environment through seminar presentation. The preparation of illustrative materials, especially suitable for inclusion in environmental impact statements as well as for public presentation, will be developed by each student as a culminating research project.

Prerequisites: For majors in the College of Science and Mathematics.

GEOS 695 THESIS 4

In-depth field, laboratory and library investigation of a problem in the area of the student's interest in geoscience; results will be presented in oral and written form culminating in a written thesis.

Prerequisite: Departmental approval.

PHMS 581 COASTAL GEOMORPHOLOGY**4**

Coastlines and their evolution; processes and materials of the coastal zone; shore zone hydrodynamics and sedimentation; beach and barrier systems with special emphasis on the New Jersey shoreline - offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Departmental approval.

PHMS 598 SPECIAL PROBLEMS IN THE MARINE SCIENCES**1-4**

An opportunity for the qualified graduate student to do research in a field of marine science selected under the guidance of a professor. Open only to graduate students who have indicated a potential for original thinking. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisite: Departmental approval.

FINE ARTS

Chairperson: Prof. John Czerkowicz

Graduate Advisor (MFA): Prof. Patricia Lay

Graduate Advisor (MA): Dr. Dorothy Heard

MASTER OF FINE ARTS IN STUDIO ART (MFA)

The Master of Fine Arts in Studio Art addresses the needs of students who are preparing themselves for careers as artists in the contemporary art world. The Department has designed a flexible program that allows students to work in any MFA studio in any given semester providing that it relates to the student's ongoing project. This gives the student greater access to a diversified faculty. Our program will also include interdisciplinary courses that allow the students and the faculty to introduce concepts that are not rooted in a specific discipline. The focus in all studio courses is working with a particular faculty member/artist.

A Master of Fine Arts degree in Studio Art will be awarded to those students who successfully complete the 60 credit program requiring a minimum of two years of full-time study in residence at the University. The program defines a student as having full-time status if he/she is enrolled for 15 semester hours per semester. All course schedules must be approved by the MFA graduate advisor. While University policy permits students six years to complete the degree, MFA students are strongly encouraged to complete the degree during the two year time period that they are assigned studio space on campus. An extension of course work beyond two years will be considered in exceptional circumstances but studio space will not be provided beyond a two year maximum.

ADMISSION REQUIREMENTS

Applicants to the MFA program will be expected to possess a Bachelor of Fine Arts degree (BFA) or an undergraduate degree with a minimum of 40 semester hours of studio course work, or an MA in Studio Art. Prerequisites will include a minimum of 15 semester hours in art history. Official transcripts of all graduate and undergraduate work and two letters of recommendation are also required. The applicant's ability as an artist and competence in the history of art will be the primary considerations in making the admissions decision. The application file, a portfolio of recent work, and a statement of intent will be reviewed by the MFA committee.

REQUIREMENTS FOR THE MASTER OF FINE ARTS IN STUDIO ART (MFA)

	Semester Hours
I. Required Courses (39 semester hours):	
ARCR 501 MFA Seminar in Theory and Criticism I	3
ARCR 601 MFA Seminar in Theory and Criticism II	3
ARST 501 MFA Seminar in Studio Art I	3
ARST 601 MFA Seminar in Studio Art II	3
ARST 502 Independent Study: Independent Studio Work I	3
ARST 506 Special Topics in Studio Art I	3
ARST 507 Special Topics in Studio Art II	3
ARST 508 Independent Study: MFA Research Project I	3
(Or ARST 512 or 514 or 516 or 518 or 520 or 522 or 524 or 526 or 528 or 530 or 532)	
ARST 509 Independent Study: MFA Research Project II	3
(Or ARST 513 or 515 or 517 or 519 or 521 or 523 or 525 or 527 or 529 or 531 or 533)	
ARST 604 Independent Study: Project Criticism I	3
ARST 608 Independent Study: MFA Final Project I	3
(Or ARST 612 or 614 or 616 or 618 or 620 or 622 or 624 or 626 or 628 or 630 or 632)	
ARST 609 Independent Study: MFA Final Project II	3
(Or ARST 613, or 615 or 617 or 619 or 621 or 623 or 625 or 627, or 629, or 631, or 633)	
ARST 650 Independent Study: MFA Exhibition, Paper and Final Review	3
Art History (ARHS 400-600) (a maximum of 6 sh at the 400 level)	9
II. Studio Electives (6 semester hours):	
ARST 503 Independent Study: Independent Studio Work II	3
ARST 605 Independent Study: Project Criticism II	3
ARST 606 Special Topics in Studio Art III	3
ARST 607 Special Topics in Studio Art IV	3
ARST ____ Additional 3 semester hours in <i>Independent Study:</i> <i>MFA Research Project I</i>	
ARST ____ Additional 3 semester hours in <i>Independent Study:</i> <i>MFA Final Project II</i>	
III. General Electives	6
(Any graduate course, 500 level or above)	
Minimum semester hours	60

MASTER OF ARTS IN FINE ARTS (MA) CONCENTRATIONS IN STUDIO AND ART HISTORY

The Master of Arts in Fine Arts allows for a concentration in Studio or Art History. Areas of specialization in Studio are: painting, sculpture, photography, cinematography, drawing, ceramics, printmaking, fiber arts and jewelry. Areas of specialization in art history are: Medieval, Northern Renaissance, Italian Renaissance, Baroque, Neo-classical, Nineteenth Century and Twentieth Century.

ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State University will be followed in respect to this program. Applicants to the Fine Arts Department are required to take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Eligibility for matriculation for a concentration in Studio or Art History requires either an undergraduate degree in fine arts or the equivalent as determined by the art department. Advice concerning all requirements, including art history requirements, dates of portfolio reviews, and suggested portfolio contents may be obtained from the department's graduate advisor.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FINE ARTS (MA)

CONCENTRATION IN STUDIO

	Semester Hours
I. Required Courses (12 Semester Hours):	
ARST 600 Seminar in Art I: Contemporary Art and Aesthetics	3
ARST 610 Seminar in Art II: Graduate Project	3
Art History (400-600 level) (to be selected with the approval of the graduate advisor)	6
II. Specialization (15 semester hours):	
Studio courses 500-600 level with at least 12 semester hours in one studio area (to be selected with the approval of the graduate advisor)	15
III. Free Electives	6
IV. Final Oral Examination and Graduate Project and Paper Review: Information concerning this requirement may be obtained from the graduate advisor.	
Minimum semester hours	33

CONCENTRATION IN ART HISTORY

	Semester Hours
I. Required Courses (9 semester hours):	
ARHS 503 Graduate Resources and Methods of Research in the Arts	3
ARHS 600 Master's Thesis I	3
ARHS 610 Master's Thesis II	3
II. Art History Seminars	6
III. Art History Electives	12
To be selected with the approval of the graduate advisor.	
Courses may be chosen from ARHS 400 level (maximum 9 semester hours),	
ARHS 500-600 level courses, as well as ARST 600, ARGS 553 and ARGS 653 by	
approval of advisor.	
IV. Free Electives	6
Fine Arts courses or courses in other departments. Subjects pertinent to the	
candidate's concentration in art history are recommended, such as: photography,	
drawing, painting, sculpture, history, literature, foreign language ,religion, phi-	
losophy. To be selected with approval of the graduate advisor.	
V. Final Oral Examination and Thesis Defense.	
Information concerning this requirement may be obtained from the	
graduate advisor.	
Minimum semester hours:	33

FINE ARTS

MFA in Studio Art Course Descriptions

	Semester Hours
ARCR 501 MFA SEMINAR IN THEORY AND CRITICISM I	3
An appropriate amount of written critical work and relevant required readings will be assigned, accompanied by regular discussions and critiques of student work in progress. Visits to area museums and galleries are required and such material evidenced in the level of conversation and student work. The seminar will be instructed by a visiting art critic. Offered fall semester.	
<i>Prerequisite: MFA majors only.</i>	
ARCR 601 MFA SEMINAR IN THEORY AND CRITICISM II	3
Continuation of ARCR 501. Taken serially. Offered Fall semester.	
<i>Prerequisites: ARCR 501, a total of 30 semester hours in MFA degree program (ARCR, ARST, ARHS: 500 level), departmental approval, MFA majors only.</i>	

ARST 501 MFA SEMINAR IN STUDIO ART I 3

Weekly seminars given by visiting artists, fine arts faculty and the visiting critic. Discussions on major issues in contemporary art and critiques of the students' ongoing projects. MFA seminars are coordinated by the visiting critic and the MFA Director. Offered Spring semester only.

Prerequisites: 15 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 502 INDEPENDENT STUDY: INDEPENDENT STUDIO WORK I 3

Taken in the first year of the program, the student works independently under the guidance of a visiting or full-time faculty member selected by the student (different from the faculty member engaged in the MFA Research Project). The faculty member should be selected based on his/her particular interest in the student's Research Project.

Prerequisites: Departmental approval; MFA majors only.

ARST 503 INDEPENDENT STUDY: INDEPENDENT STUDIO WORK II 3

Continuation of ARST 502. Taken serially.

Prerequisites: ARST 502; departmental approval; MFA majors only.

ARST 506 SPECIAL TOPICS IN STUDIO ART I 3

Each course is a seminar/workshop experience which addresses a specific topic in the visual arts. Topics may be interdisciplinary in nature or speak to a particular studio discipline and may include an investigation of new media and processes. The topic for each course will be announced at registration time.

Prerequisites: Departmental approval; MFA majors only.

ARST 507 SPECIAL TOPICS IN STUDIO ART II 3

Taken serially. Each course addresses a new topic in the visual arts. Topics should not be repeated.

Prerequisites: ARST 506; departmental approval; MFA majors only.

**ARST 508 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
PAINTING**

The student will be guided toward the development of a consistent body of work. Exploration of a variety of approaches and techniques will be encouraged in order that the student can most fully realize his/her personal artistic aims.

Prerequisites: Departmental approval; MFA majors only.

**ARST 509 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
PAINTING**

Continuation of ARST 508. Taken serially.

Prerequisites: Departmental approval; MFA majors only.

**ARST 512 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
DRAWING**

This course allows the student to begin focusing on drawing as a fine art. It will explore the major applications of a variety of graphic media while stressing the drawing as a mode or art form unto itself.

Prerequisites: Departmental approval; MFA majors only.

ARST 513 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
DRAWING

Continuation of ARST 512. Taken serially.

Prerequisites: Departmental approval; MFA majors only.

ARST 514 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
PRINTMAKING

The student begins to research and develop a creative project under the guidance of a faculty mentor selected by the student. The student may work with traditional and nontraditional printmaking processes resulting in multiples or unique images such as monoprints.

Prerequisites: Departmental approval; MFA majors only.

ARST 515 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
PRINTMAKING

Continuation of ARST 514. Taken serially.

Prerequisites: Departmental approval; MFA majors only.

ARST 516 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
PAPERMAKING

Individualized creative studies for the MFA candidate whose progress is reviewed weekly by a faculty mentor. Areas of inquiry include, but are not limited to: coloration, casting, sheet formation, etc.

Prerequisites: Departmental approval; MFA majors only.

ARST 517 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
PAPERMAKING

Continuation of ARST 516. Taken serially.

Prerequisites: Departmental approval; MFA majors only.

ARST 518 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
PHOTOGRAPHY

Individualized creative studies in photography under the guidance of a faculty mentor. Areas of inquiry include black and white, color, non-silver and multi-media applications in photography.

Prerequisites: Departmental approval; MFA majors only.

ARST 519 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
PHOTOGRAPHY

Continuation of ARST 518. Taken serially.

Prerequisites: Departmental approval; MFA majors only.

ARST 520 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
FILMMAKING

This course is intended to assist the advance student in developing unique and individualized approaches in motion picture making. Emphasis will be placed on exploration and experimentation in the production of short works.

Prerequisites: Departmental approval; MFA majors only.

ARST 521 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
FILMMAKING

Continuation of ARST 520. Taken serially.

Prerequisites: Departmental approval; MFA majors only.

ARST 522 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
VIDEO

Students produce video projects in 3/4 inch format, utilizing state-of-the-art facilities at the DuMont Television Center, including full three-camera studio set up, special effects, telecine, sound mixes and editing.

Prerequisites: Departmental approval; MFA majors only.

ARST 523 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
VIDEO

Continuation of ARST 522. Taken serially.

Prerequisites: Departmental approval; MFA majors only.

ARST 524 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
SCULPTURE

The course is intended to allow the MFA candidate to explore a select variety of issues and media in the arena of sculpture. The specific concerns considered will be derived from close consultation between the student and his faculty mentor.

Prerequisites: Departmental approval; MFA majors only.

ARST 525 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
SCULPTURE

Continuation of ARST 524. Taken serially.

Prerequisites: Departmental approval; MFA majors only.

ARST 526 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
CERAMICS

Research and development of a creative project under the guidance of a faculty mentor.

Prerequisites: Departmental approval; MFA majors only.

ARST 527 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
CERAMICS

Continuation of ARST 526. Taken serially.

Prerequisites: Departmental approval; MFA majors only.

ARST 528 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
FIBER

Individualized creative studies for the MFA candidate whose progress is reviewed weekly by a faculty mentor. Areas of inquiry include on-loom, off-loom, surface design, textile design, felt, leather, wood, plastics, etc.

Prerequisites: Departmental approval; MFA majors only.

ARST 529 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
FIBER

Continuation of ARST 528. Taken serially.

Prerequisites: Departmental approval; MFA majors only.

ARST 530 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
JEWELRY/METALSMITHING

Research and development of a creative project under the guidance of a faculty mentor.

Prerequisites: Departmental approval; MFA majors only.

ARST 531 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: JEWELRY/METALSMITHING 3

Continuation of ARST 530. Taken serially.

Prerequisites: Departmental approval; MFA majors only.

ARST 532 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: MULTI-MEDIA 3 OR 6

The student begins to research and develop a multi-media creative project under the guidance of a faculty mentor selected by the student. The project may include the investigation of a combination of traditional visual arts media, interdisciplinary media or new media.

Prerequisites: Departmental approval; MFA majors only.

ARST 533 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: MULTI-MEDIA 3

Continuation of ARST 532. Taken serially.

Prerequisites: ARST 532; departmental approval; MFA majors only.

ARST 601 MFA SEMINAR IN STUDIO ART II 3

Continuation of ARST 501. Taken serially. Offered spring only.

Prerequisites: ARST 501; 45 semester hours in MFA degree program; departmental approval, MFA majors only.

ARST 604 INDEPENDENT STUDY: PROJECT CRITICISM I 3

Individualized guidance and critique of the student's final project by a second full-time faculty member on the student's project committee (not to be taken with the student's project advisor).

Prerequisites: 30 semester hours in MFA degree program (ARCR, ARST, ARHS: 500 level), taken with MFA Final Project I or II; departmental approval; MFA majors only.

ARST 605 INDEPENDENT STUDY: PROJECT CRITICISM II 3

Continuation of ARST 604. Taken serially.

Prerequisites: ARST 604; departmental approval; MFA majors only.

ARST 606 SPECIAL TOPICS IN STUDIO ART III 3

Taken serially. Each course addresses a new topic in the visual arts. Topics should not be repeated.

Prerequisites: ARST 507; departmental approval; MFA majors only.

ARST 607 SPECIAL TOPICS IN STUDIO ART IV 3

Taken serially. Each course addresses a new topic in the visual arts. Topics should not be repeated.

Prerequisites: ARST 606; departmental approval; MFA majors only.

ARST 608 INDEPENDENT STUDY: MFA FINAL PROJECT I: PAINTING 3

Intended as an opportunity for the MFA candidate to produce a body of original and cohesive work under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 609.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 609 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
PAINTING

The MFA candidate continues to develop a body of work under the guidance of his/her project advisor. The sequence of Final Project I and II will culminate in the MFA Thesis Exhibition which will demonstrate the candidate's abilities and level of artistic achievement.

Prerequisites: ARST 608; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 612 INDEPENDENT STUDY: FINAL PROJECT I: DRAWING 3

The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 613.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 613 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
DRAWING

The student continues to develop a body of work under the guidance of his/her project advisor, concluding with the MFA Exhibition. This course will bring to fruition the students research and exploration of the various approaches to drawing. They will reach certain conclusions evidenced in their work about the possibilities of the art form and their personal use of graphic modes of expression.

Prerequisites: ARST 612; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 614 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
PRINTMAKING

The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 615.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 615 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
PRINTMAKING

The student continues to develop a body of work under the guidance of his/her project advisor, concluding with the MFA Exhibition.

Prerequisites: ARST 614; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 616 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
PAPERMAKING

The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 617.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 617 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
PAPERMAKING

The student continues to develop a body of work under the guidance of his/her project advisor, concluding with the MFA Exhibition.

Prerequisites: ARST 616; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 618 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
PHOTOGRAPHY

Individualized creative study for the MFA candidate under the guidance of a project advisor selected by the student. Areas of inquiry include black and white, color, non-silver and multimedia applications in photography. Must be taken as a two semester sequence with ARST 615.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 619 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
PHOTOGRAPHY

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 618; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 620 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
FILMMAKING

This course is intended to assist the advanced MFA candidate develop a unique and individualized approach to his/her final project. Must be taken as a two semester sequence with ARST 621.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 621 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
FILMMAKING

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 620; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 622 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
VIDEO

Individualized creative study for the MFA candidate under the guidance of a project advisor. Students produce video projects utilizing state-of-the-art facilities at the DuMont Television Center. Must be taken as a two semester sequence with ARST 623.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 623 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
VIDEO

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 622; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 624 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
SCULPTURE

The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 625.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 625 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
SCULPTURE

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 624; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 626 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
CERAMICS

Development of a creative project based on each student's personal artistic interest/imagery under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 627.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 627 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
CERAMICS

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 626; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 628 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
FIBER FORMS

Individualized creative study for the MFA candidate whose progress is guided by a project advisor selected by the student. Areas of inquiry include on-loom, off-loom, surface design, textile design, felt, leather, wood, plastics, etc. Must be taken as a two semester sequence with ARST 629.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 629 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
FIBER FORMS

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 628; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 630 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
JEWELRY/METALSMITHING

The student develops a creative project under the guidance of a project advisor, selected by the student. Must be taken as a two semester sequence with ARST 631.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 631 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
JEWELRY/METALSMITHING

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 630; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 632 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3

MULTI-MEDIA

The student develops a multi-media creative project under the guidance of a project advisor selected by the student. The project may include the investigation of the combination of traditional visual media, interdisciplinary media or new media. Must be taken as a two semester sequence with ARST 633.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 633 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6

MULTI-MEDIA

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 632; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 650 INDEPENDENT STUDY: MFA EXHIBITION, 3

PAPER AND FINAL REVIEW

Independent study with the project advisor. In the final semester of the program the student is required to exhibit his/her final project and present a paper which describes his/her aesthetic position. The exhibition and paper will be reviewed by the student's project committee.

Prerequisites: 45 semester hours in MFA degree program; departmental approval; MFA majors only.

Corequisite: MFA Final Project II

ARST 651 INDEPENDENT STUDY: MFA PROJECT EXTENSION 2

Continuation of ARST 650. Must be taken if an incomplete grade is received in ARST 650. Independent study with the project advisor. The fee for 2 semester hours will be charged to the student but no credit will be given and no grade will appear on the transcript. This course may be repeated two times to complete the MFA project.

Prerequisites: Departmental approval; MFA majors only.

**MA in Fine Arts
Concentration in Art History
Course Descriptions**

	Semester Hours
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ARHS 503 GRADUATE RESOURCES AND METHODS 3
OF RESEARCH IN THE ARTS

Introduction to the approaches, methods and goals of art-historical research, including descriptive, bibliographic, stylistic, and iconographic analysis.

ARHS 579 THEORIES OF MEDIEVAL AND EARLY RENAISSANCE ART 3

The ways in which art theory and methods of study affect our understanding of Medieval and Early Renaissance art will be the focus of this seminar. Topics to be discussed: the historiography of the two fields, nationalism in art historical studies, the social history of art, feminist interpretations, reception theory, semiotics, museum display, Panofsky, and Shapiro. Class discussions based on readings and student presentations.

Prerequisite: Departmental approval.

ARHS 580 THE AMERICAN COLLECTOR AND NEW YORK MUSEUMS 3

The history of American art collecting is studied using the private collections that are now incorporated into museums in New York City. The contents of these collections, the ways they are housed, and the role of museum as educational institution will be examined in light of social and cultural ideals. Discussions based on readings and field trips.

Prerequisite: Departmental approval.

ARHS 581 SELECTED WRITINGS BY ARTISTS ON ART 3

A selection of writings by artists on art are presented, including theoretical writings, excerpts from diaries and letters, manifestoes, interviews, etc. The class is designed as a seminar focusing on analysis, interpretation, and discussion of these primary sources.

Prerequisite: Departmental approval.

ARHS 590 MODERN PHILOSOPHIES OF ART I 3

Major writers in art in the nineteenth and twentieth centuries. The nature of the creative experience; art in the life of the individual and of society; the creative process; new materials; institutions and sentiments affecting current thinking in the field. Discussions based on readings of philosophers, poets, social scientists and psychologists.

ARHS 591 MODERN PHILOSOPHIES OF ART II 3

The writings of 19th and 20th century artists and their interpreters; such works as the "Futurist's Manifesto" and Kandinsky's "The Spiritual in Art".

ARHS 592 SELECTED PROBLEMS ART HISTORY I 3

Art problems, iconographic topics and themes of a historic, social and philosophical nature. Topic selection will depend upon the special areas of the professor or guest professor invited for the semester.

Prerequisite: Departmental approval.

ARHS 593 SELECTED PROBLEMS ART HISTORY II 3

Continuation of ARHS 592. Taken serially.

Prerequisite: ARHS 592.

ARHS 594 NORTHERN RENAISSANCE ART 3

15th and 16th century paintings in northern Europe - especially Italy, Flanders and Holland; the development of Realism and style in relation to social change and the general ideas of the period, including contemporary music. Jan Van Eyck, Van der Weyden, Bosch, Peter Breughel and Matthias Gruenewald.

Prerequisite: Departmental approval.

ARHS 600 MASTER'S THESIS I 3

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

Prerequisite: Departmental approval.

ARHS 610 MASTER'S THESIS II 3

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

Prerequisite: Departmental approval.

ARHS 680 FIELD TRIP IN ART HISTORY**2 - 6**

Travel courses to art sources in the United States and foreign countries not to exceed six graduate credits. First-hand contact with the historic art forms of the places visited and study of their monuments and works in their museums and galleries. Subject(s) to be defined by the professor. May be repeated for a maximum of twelve credits.

Prerequisite: Departmental approval.

**MA in Fine Arts
Concentration in Studio
Course Descriptions**

**Semester
Hours**

ARCE 500 GRADUATE CERAMICS: 3
POTTERY AND SCULPTURE I

Experimentation with the potter's wheel; handbuilding methods of forming; further experimentation with clay compositions, glazes and methods of firing. Advanced students will be responsible for developing craftsmanship and a personal idiom.

Prerequisites: Departmental approval.

ARCE 510 GRADUATE CERAMICS: 3
POTTERY AND SCULPTURE II

Continuation of ARCE 500. Taken serially.

Prerequisites: Departmental approval.

ARCE 600 GRADUATE CERAMICS: 3
POTTERY AND SCULPTURE III

Continuation of ARCE 510. Taken serially.

Prerequisites: Departmental approval.

ARCE 610 GRADUATE CERAMICS: 3
POTTERY AND SCULPTURE IV

Continuation of ARCE 600. Taken serially. May be repeated for a maximum of nine credits.

Prerequisites: Departmental approval.

ARDW 501 GRADUATE LIFE DRAWING I 3

Advanced problems in drawing based upon a study of the human figure.

ARDW 511 GRADUATE LIFE DRAWING II 3

Continuation of ARDW 501. Taken serially.

Prerequisite: ARDW 501.

ARDW 601 GRADUATE LIFE DRAWING III 3

Continuation of ARDW 511. Taken serially.

Prerequisite: ARDW 511.

ARDW 611 GRADUATE LIFE DRAWING IV 3

Continuation of ARDW 601. Taken serially. May be repeated for a maximum of nine credits.

Prerequisite: ARDW 601.

- ARED 501 CONTEMPORARY VIEWPOINTS IN ART EDUCATION 3**
A study of art literature which influences art educators in their teaching. Readings will be in papers and books selected from philosophy, sociology, psychology and aesthetics which deal primarily with various classifications within the discipline. The practical implementation with the educational setting, will be analytically discussed.
- ARED 502 ADVANCED CURRICULUM CONSTRUCTION 3**
IN ART EDUCATION
For students with interest in curriculum construction or revision, both in the elementary and secondary programs. Evaluation of curricular materials in use in New Jersey and throughout the country in terms of principles of curriculum construction.
- ARED 505 SUPERVISION AND EVALUATION IN ART EDUCATION 3**
Supervisory methods and techniques for the experienced art teacher. Current and analogous supervisory data will be included. Will be based on state criteria and ways of evaluating from creative viewpoints.
- ARFI 500 GRADUATE FORM IN FIBER I 3**
Designing with simple and four harness floor looms in a variety of techniques and materials. Taken serially.
Prerequisites: Departmental approval.
- ARFI 510 GRADUATE FORM IN FIBER II 3**
Primary emphasis on designing with simple and four harness table and floor looms. A variety of techniques and materials. Taken serially.
Prerequisite: ARFI 500.
- ARFI 522 GRADUATE DECORATION OF FABRICS I 3**
Survey course in all aspects of fabric embellishment; tie-dye, batik, blockprint, tritik discharge, silkscreen printing, 3M matrix, etc. Taken serially.
- ARFI 524 GRADUATE OFF-LOOM TEXTILES I 3**
Development of forms through a variety of off-loom techniques used singly or in combination. Taken serially.
- ARFI 532 GRADUATE DECORATION OF FABRICS II 3**
Continuation of ARFI 522. Taken serially.
Prerequisite: ARFI 522.
- ARFI 534 GRADUATE OFF-LOOM TEXTILES II 3**
Continuation of ARFI 524. Taken serially. Fabric embellishment which was begun in graduate Decoration of Fabric I, II, III.
Prerequisite: ARFI 524.
- ARFI 580 GRADUATE PROBLEMS IN TEXTILE RESEARCH 3**
The effect of centuries of textile traditions on the modern fiber artist.
- ARFI 600 GRADUATE FORM IN FIBER III 3**
Continuation of ARFI 510. Taken serially.
Prerequisite: ARFI 510.
- ARFI 610 GRADUATE FORM IN FIBER IV 3**
Continuation of ARFI 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARFI 600.

- ARFI 622 GRADUATE DECORATION OF FABRIC III** 3
Continuation of ARFI 532. Taken serially.
Prerequisite: ARFI 532.
- ARFI 624 GRADUATE OFF-LOOM TEXTILES III** 3
Intensive consideration of all fiber construction techniques that do not depend on the loom; choice of one technique for intensive study. Taken serially.
Prerequisite: ARFI 534
- ARFI 632 GRADUATE DECORATION OF FABRIC IV** 3
Continuation of ARFI 622. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARFI 622.
- ARFI 634 GRADUATE OFF-LOOM TEXTILES IV** 3
Intensive work in a chosen non-loom textile technique, e.g., knotting. Taken serially. May be repeated for a maximum of nine credits.
Prerequisites: ARFI 600.
- ARFM 500 GRADUATE CINEMATOGRAPHY I** 3
Techniques, materials and theories of motion picture production for visually experienced students.
Prerequisite: Departmental approval.
- ARFM 510 GRADUATE CINEMATOGRAPHY II** 3
Continuation of ARFM 500. Taken serially.
Prerequisite: ARFM 500.
- ARFM 580 FILM AS A VISUAL ART** 3
An understanding of the development of the motion picture as an art form. Viewing, analysis, reading, and/or actual participation in the production of film images.
Prerequisite: Departmental approval.
- ARFM 600 GRADUATE CINEMATOGRAPHY III** 3
Continuation of ARFM 510. Taken serially.
Prerequisite: ARFM 510.
- ARFM 610 GRADUATE CINEMATOGRAPHY IV** 3
Continuation of ARFM 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARFM 600.
- ARGD 500 GRADUATE GRAPHIC DESIGN I** 3
Techniques and principles of design of printed matter and displays, elements of layout, illustration, typography, printing process, and preparation of copy for the printer.
Prerequisite: Departmental approval.
- ARGD 510 GRADUATE GRAPHIC DESIGN II** 3
Continuation of ARGD 500. Taken serially.
Prerequisite: ARGD 500 or instructor's permission.
- ARGD 521 GRADUATE TYPOGRAPHY I** 3
Styles and techniques of lettering applied in such forms as manuscripts, signs, posters, display and advertising layout. Brief introduction to typography.
Prerequisite: Departmental approval.

ARGD 531 GRADUATE TYPOGRAPHY II**3**

Continuation of ARGD 521. Taken serially.

Prerequisite: ARGD 521.

ARGS 553 INDEPENDENT STUDY, GRADUATE I**1-8**

Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work are developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen media. Credits to be arranged. May be repeated for a maximum of nine credits.

Prerequisite: Departmental approval.

ARGS 560 GRADUATE VISUAL ARTS WORKSHOP**1 - 12**

Selected studio topics which represent current concerns within the contemporary world of the visual arts. May be repeated for credit.

Prerequisite: Departmental approval.

ARGS 653 INDEPENDENT STUDY, GRADUATE II**1 - 8**

Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen medium. Credits to be arranged. May be repeated for a maximum of nine credits.

Prerequisite: Departmental approval.

ARGS 680 FIELD TRIP IN STUDIO**2 - 6**

Travel courses to art sources in the United States and foreign countries not to exceed six graduate credits. First hand contact with the historic art forms of the places visited and with artists and craftsmen. Each student selects an area of study in which the places visited have rich art sources. As preparation for the course, the student outlines a chosen study problem, reads background material, and lists sources they expect to utilize. Subject(s) to be defined by the professor. May be repeated for a maximum of twelve credits.

Prerequisite: Departmental approval.

ARMJ 500 GRADUATE METALWORK AND JEWELRY I**3**

Designing jewelry and small sculpture in varied metals; the techniques of flat sheet metal and casting.

Prerequisites: Departmental approval.

ARMJ 510 GRADUATE METALWORK AND JEWELRY II**3**

Continuation of ARMJ 500. Taken serially.

Prerequisite: ARMJ 500.

ARMJ 600 GRADUATE METALWORK AND JEWELRY III**3**

Continuation of ARMJ 510. Taken serially.

Prerequisite: ARMJ 510.

ARMJ 610 GRADUATE METALWORK AND JEWELRY IV**3**

Designing jewelry and small sculpture in varied metals. The techniques of flat sheet metal and casting. Continuation of ARMJ 600. Taken serially. May be repeated for a maximum of nine credits.

Prerequisite: ARMJ 600.

- ARPA 500 GRADUATE PAINTING I** 3
 Studio in painting to further the creative expression and technical knowledge of the student in various painting media. Personal and professional development through studio work, trips and the study of the contemporary artists.
Prerequisite: Departmental approval.
- ARPA 510 GRADUATE PAINTING II** 3
 Continuation of ARPA 500. Taken serially.
Prerequisite: ARPA 500.
- ARPA 600 GRADUATE PAINTING III** 3
 Continuation of ARPA 510. Taken serially.
Prerequisite: ARPA 510.
- ARPA 610 GRADUATE PAINTING IV** 3
 Continuation of ARPA 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARPA 600.
- ARPG 520 GRADUATE INTRODUCTION TO PAPERMAKING** 3
 An introduction to Western methods of hand papermaking as an art form including historic principles and current applications.
- ARPG 530 GRADUATE INTERMEDIATE PAPERMAKING I** 3
 Pigment and pulp preparation and vacuum table sheet forming.
Prerequisite: ARPG 520.
- ARPG 620 GRADUATE ADVANCED PAPERMAKING** 3
 Independent historical research combined with contemporary studio work. May be repeated for a maximum of nine credits.
Prerequisite: ARPG 530.
- ARPH 500 GRADUATE PHOTOGRAPHY BEGINNING I:
 A CONTEMPORARY ART FORM** 3
 Provides for the in-depth study and practice of photography as a visual language. Encourages exploration beyond the camera through studio work, discussions, criticism, films, trips and demonstrations.
Prerequisites: Departmental approval.
- ARPH 510 GRADUATE PHOTOGRAPHY BEGINNING II:
 A CONTEMPORARY ART FORM** 3
 The essential of the photographic process including developing, enlarging, portfolio creation, exhibition, trips, videos, discussion, lecture, critiques, and demonstrations. A continuation of ARPH 500.
Prerequisite: ARPH 500.
- ARPH 600 GRADUATE INTERMEDIATE PHOTOGRAPHY:
 A CONTEMPORARY ART FORM** 3
 Workshop, discussion, lectures, criticism, demonstrations: photography for self expression and greater visual awareness. Creative controls, craftsmanship, perception, presentation and the fine points will be investigated.
Prerequisite: ARPH 510.

- ARPH 610 GRADUATE ADVANCED PHOTOGRAPHY: A CONTEMPORARY ART FORM** 4
- Workshop, discussion, lecture, demonstrations, criticism: photography as an intensive learning experience. Light sensitive materials, controls, photographic approach, selection, zinc system and view camera will be investigated. May be repeated for a maximum of nine credits.
- Prerequisite: ARPH 600.*
- ARPH 660 GRADUATE SPECIAL PROCESSES IN PHOTOGRAPHY** 4
- Investigation of nontraditional light sensitive materials for use in the photographic image making process. Extending traditional boundaries of photography through new tools that permit greater manipulation: gum bichromate, cyanotype, platinum, photo etching, and others will be investigated.
- Prerequisite: ARPH 610.*
- ARPM 500 GRADUATE PRINTMAKING I** 3
- Advanced work in various print processes; emphasis on the development of images and concepts as they relate to the printmaking media.
- Prerequisite: Departmental approval.*
- ARPM 510 GRADUATE PRINTMAKING II** 3
- Continuation of ARPM 500. Taken serially.
- Prerequisite: ARPM 500.*
- ARPM 600 GRADUATE PRINTMAKING III** 3
- Continuation of ARPM 510. Taken serially.
- Prerequisite: ARPM 510.*
- ARPM 610 GRADUATE PRINTMAKING IV** 3
- Continuation of ARPM 600. Taken serially. May be repeated for a maximum of nine credits.
- Prerequisite: ARPM 600.*
- ARSC 500 GRADUATE SCULPTURE I** 3
- The student explores independently one or two materials and techniques, and begins to find direction as a sculptor.
- Prerequisite: Departmental approval.*
- ARSC 510 GRADUATE SCULPTURE II** 3
- Continuation of ARSC 500. Taken serially.
- Prerequisite: ARSC 500.*
- ARSC 600 GRADUATE SCULPTURE III** 3
- Continuation of ARSC 510. Taken serially.
- Prerequisite: ARSC 510.*
- ARSC 610 GRADUATE SCULPTURE IV** 3
- Continuation of ARSC 600. Taken serially. May be repeated for a maximum of nine credits.
- Prerequisite: ARSC 600.*

- ARST 600 SEMINAR IN ART I: CONTEMPORARY ART AND AESTHETICS 3**
 This course involves the graduate student in a consideration of major issues in contemporary art and aesthetics.
- ARST 610 SEMINAR IN ART II: GRADUATE PROJECT 3**
 A continuation of ARST 600. Should be taken in the student's last semester along with the completion of the Graduate Project.
Prerequisite: ARST 600.
- ARTH 560 STUDIO TECHNIQUES IN ART THERAPY 3**
 The development of a repertoire of art therapy skills in various media to facilitate meeting the expressive needs in art therapy settings. May be repeated for credit.
Prerequisite: Departmental approval.
- ARTH 562 ART THERAPY PRACTICUM I 3**
 Integration of field and academic experiences. Each student will work with a selected client in an appropriate professional setting (300 hours), and prepare a weekly case presentation for class discussion and critique as well as a written case study.
Prerequisite: ARTH 560.
- ARTH 580 GRADUATE INTRODUCTION TO ART THERAPY 3**
 Introduction to the historical and theoretical bases of art therapy as a profession. Exploration of the literature of art therapy and of current trends in the field.
- ARTH 662 ART THERAPY PRACTICUM II 3**
 Continuation of ARTH 562. Each student will work with a selected client in an appropriate professional setting other than that in which student worked in Art Therapy Practicum I (300 hours). Treatment design and case presentations will be submitted for weekly discussion and critique.
Prerequisite: ARTH 562.

FRENCH

Chairperson: Dr. Lois Oppenheim (Acting)

Graduate Advisor: Dr. Elizabeth Emery

The graduate program in French is designed to prepare students for both teaching and research in language and literature. A Master of Arts degree opens opportunities to teach in both community colleges and high schools, and provides a solid foundation for students interested in continuing their studies toward a Doctor of Philosophy degree. Graduate training in French is also increasingly useful for positions in government and industries concerned with French-speaking areas of the world.

ADMISSION REQUIREMENTS

Admission is open to students who hold a bachelor's degree and have completed at least 24 semester hours of undergraduate French or its equivalent. Students applying for admission must satisfy the standard University requirements for admission to graduate study.

After acceptance, the candidates will consult the graduate advisor to plan their programs. The course program must be approved by the graduate advisor each semester before registration. Courses will be offered on a rotating basis to allow diversity of offerings. Please consult department chairperson for details.

Individuals holding the bachelor's degree and showing an adequate proficiency in French may enroll in graduate courses, even though they do not wish to enter the Master of Arts program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FRENCH

		Semester Hours
I.	Required Courses	6
	FREN 508 Explication de Texte and Stylistic Analysis	3
	FREN 603 Research Seminar	3
	(Waived if student elects to write a thesis)	
	One course in the literature of each century to be selected from the following French electives:	
II.	French Electives:	
	FREN 505 History of the French Language	3
	FREN 506 Advanced French Phonetics	3
	FREN 507 Practicum in Translation	3
	FREN 509 Critical Approaches to Literature	3
	FREN 511 Medieval French Literature	3
	FREN 513 Medieval French Theatre	3
	FREN 516 French Humanism in the Sixteenth Century	3
	FREN 517 Poetry of the Renaissance	3
	FREN 525 Moralists of the Seventeenth Century	3
	FREN 526 Corneille, Racine and Moliere	3

FREN 527	Selected Topics in Seventeenth Century French Literature	3
FREN 530	Philosophy and Politics in Eighteenth Century France	3
FREN 531	The Development of the Novel in Eighteenth Century France	3
FREN 532	Eighteenth Century Seminar	3
FREN 538	French Novel of the Nineteenth Century I	3
FREN 539	French Novel of the Nineteenth Century II	3
FREN 540	Nineteenth Century French Poetry	3
FREN 542	Twentieth Century French Theatre	3
FREN 543	Twentieth Century French Poets	3
FREN 544	Twentieth Century French Novel I	3
FREN 545	Twentieth Century French Novel II	3
FREN 546	Twentieth Century Seminar	3
FREN 547	Francophone Literature	3
FREN 548	Contemporary French Civilization: Selected Topics	3
III.	Free Electives	6
IV.	Thesis (Optional)	4
V.	Comprehensive Examination: One session	

All candidates for the master's degree must pass a comprehensive examination designed to test critical ability and familiarity with major works of French literature. Before registering for the comprehensive examination students must have completed all their course work (with the exception of the 603 Research Seminar) and have satisfied the requirement of having taken 1 course on the literature of each century.

The examination is based on a reading list and course content.

Minimum: 33 semester hours.

FRENCH

Course Descriptions

	Semester Hours
FREN 500 FRENCH AS A RESEARCH TOOL	3
Learning to read French as a tool for research (a "service" course for MA candidates in other departments).	
FREN 505 HISTORY OF THE FRENCH LANGUAGE	3
Structures of modern French as outcome of linguistic and cultural processes over 2,000 years.	
FREN 507 PRACTICUM IN TRANSLATION	3
Basic principles and theory of translation with emphasis on research techniques.	
<i>Prerequisite: Adequate competency in the language for the purpose of translation training.</i>	

FREN 508	EXPLICATION DE TEXTE AND STYLISTIC ANALYSIS	3
Techniques of "explication de texte and stylistic analysis" as an instrument for development of critical reading ability, and as pedagogical tool for teaching literature as well as language through literature.		
FREN 509	CRITICAL APPROACHES TO LITERATURE	3
Fundamental notions of contemporary French literary criticism; theory and practice.		
FREN 511	MEDIEVAL FRENCH LITERATURE	3
French literature from ninth through fifteenth centuries emphasizing the "Chanson de geste" and the "Roman courtois."		
FREN 513	MEDIEVAL FRENCH THEATRE	3
Origins and development of theatre in France during the Middle Ages.		
FREN 516	FRENCH HUMANISM IN 16TH CENTURY	3
Humanistic ideals as reflected in the works of Rabelais, Montaigne and other authors.		
FREN 517	POETRY OF THE RENAISSANCE	3
Major works of Marot, Ronsard, Du Bellay, and other poets of the Pleiade.		
FREN 525	MORALISTS OF THE 17TH CENTURY	3
Representative works of Descartes, Pascal, La Rochefoucauld, Saint Simon, La Bruyere, and other authors.		
FREN 526	CORNEILLE, RACINE AND MOLIÈRE	3
Dramatic art as reflected in representative plays of the three authors.		
FREN 527	SELECTED TOPICS IN 17TH CENTURY FRENCH LITERATURE	3
Changing topics to include in-depth studies of individual authors and themes.		
FREN 530	PHILOSOPHY AND POLITICS IN 18TH CENTURY FRANCE	3
Impact of the "philosophes" on religious, political and sociological thought.		
FREN 531	THE DEVELOPMENT OF THE NOVEL IN 18TH CENTURY FRANCE	3
Study of the social and historical context of a novel and its particular form (e.g. epistolary, episodic, etc.)		
FREN 532	18TH CENTURY SEMINAR	3
Changing topics to include in-depth studies of individual authors, themes and genre topics.		
FREN 536	THE ROMANTIC MOVEMENT	3
The origins and development of Romanticism in England and Germany are compared with the later triumph of the movement in France. Representative works of Chateaubriand, Goethe, Novalis, Kleist, Hoffmann, Heine, Musset, and Nerval are studied, and their themes compared with those of the English romantics. (Taught in English. Recommended to French majors as a free elective.) Cross listed with English, ENLT 536.		
FREN 537	19TH CENTURY FRENCH THEATRE	3
Hugo's dramatic theories and their application in representative plays.		

FREN 538	FRENCH NOVEL OF 19TH CENTURY I	3
	Insight into major works of Balzac and Stendhal.	
FREN 539	FRENCH NOVEL OF 19TH CENTURY II	3
	Insight into major works of Flaubert and Zola.	
FREN 540	19TH CENTURY FRENCH POETRY	3
	Development of French poetry from Romanticism to Symbolism.	
FREN 542	20TH CENTURY FRENCH THEATRE	3
	Major modern currents and trends in drama.	
FREN 543	20TH CENTURY FRENCH POETS	3
	Within a general developmental context, emphasis upon thematics, and structural analysis of work of Apollinaire, Reverdy, Char, Eluard and Bonnefoy.	
FREN 544	20TH CENTURY FRENCH NOVEL I	3
	Evolution of the French novel from Proust to Camus.	
FREN 545	20TH CENTURY FRENCH NOVEL II	3
	Evolution of the French novel from the "New Novel" of the 50's to contemporary French writing.	
FREN 546	20TH CENTURY SEMINAR	3
	Changing topics on twentieth century French literature.	
FREN 547	FRANCOPHONE LITERATURE	3
	Major Francophone writings outside continental France.	
FREN 548	CONTEMPORARY FRENCH CIVILIZATION - SELECTED TOPICS	3
	Study of institutions and culture of contemporary France.	
FREN 603	RESEARCH SEMINAR	3
	Opportunity to apply research techniques to a specific topic of the student's choice.	

GEOSCIENCE

Chairperson: Dr. Jonathan M. Lincoln

Graduate Advisor: Dr. Duke U. Ophori

The graduate programs in Geoscience are designed to enable the student to pursue further study in the various areas of the Department for professional or personal reasons, to further his preparation for the teaching profession, or for a career requiring advanced training.

For the arts and science student, a graduate program is designed to give opportunity for in-depth study in the broad field of Geoscience (geology). The program provides sufficient flexibility through electives so that emphasis in (1) environmental geology, (2) metamorphic and igneous geology, (3) sedimentology, stratigraphy, and paleobiology or (4) oceanography and marine geology is possible. Most of the courses for the oceanography and marine geology emphasis will be taken at the various sites of the New Jersey Marine Science Consortium during the summer.

ADMISSION REQUIREMENTS

Prior to matriculation the student should have completed a subject matter background of at least twenty-four semester hours in the area of specialization, as well as sufficient background, in related sciences and basic mathematics. In cases of a weak undergraduate background, prerequisite courses, not for graduate credit, may be assigned.

Candidates must fulfill the other criteria for graduate matriculation as listed in this bulletin (Admission to Graduate Study). Each candidate's background and credentials must be approved by the graduate advisor for the department.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN GEOSCIENCE

Thirty-two semester hours are required, but additional hours may be required to compensate for any deficiencies in the applicant's undergraduate record.

Degree candidates employed in the field of education may use six semester hours of free electives for graduate courses in the area of professional education.

I.	Core Courses	12
	GEOS 530 Paleocology	3
	GEOS 543 Advanced Mineralogy	3
	GEOS 560 Advanced Marine Geology	3
	GEOS 658 Seminar in Environmental Graphics	3
II.	Geoscience Electives	10
III.	Free Electives	6

IV.	Research - One of the two options below:	
	A. Option A	
	GEOS 695 Thesis	4
	B. Option B	
	GEOS 590 Research Seminar in Geoscience	3
	GEOS 594 Research in Geoscience Literature	1
V.	Comprehensive Examination - Required, no credit.	
		Minimum: 32 semester hours

GEOSCIENCE

Course Descriptions

	Semester Hours
GEOS 502 THE DYNAMIC EARTH	4
Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture; 2 hours lab)	
<i>Prerequisites: Undergraduate degree in science or mathematics or permission of the instructor. (Not open to graduates of a geology or geoscience program.)</i>	
GEOS 525 ENVIRONMENTAL GEOSCIENCE	3
In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture)	
<i>Prerequisite: Graduate standing in either the Environmental Studies-Physical or Geoscience Program, or instructor's permission.</i>	
GEOS 530 PALEOECOLOGY	3
Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab)	
<i>Prerequisite: Course in invertebrate paleobiology.</i>	
GEOS 537 BIOSTRATIGRAPHY OF NEW JERSEY	3
The geologic history, paleontology, stratigraphy and paleogeography of New Jersey. Required field trips. (2 hours lecture; 2 hours lab.)	
<i>Prerequisite: GEOS 530 or instructor's permission.</i>	
GEOS 538 SEDIMENTARY PETROGRAPHY	4
The interpretative study of the structures, textures, composition and genesis of sedimentary rocks. Laboratory analyses of sediments and sedimentary rocks by optical, mechanical and chemical methods and the graphical representation of the resultant data. (3 hours lecture; 2 hours lab.)	
<i>Prerequisites: GEOS 434 Stratigraphy and GEOS 545 Optical Mineralogy.</i>	

GEOS 543 ADVANCED MINERALOGY 3

Chemical and physical principles as applied to minerals. Detailed study of representative minerals from the various families. Advanced techniques will be performed by the student. Field trips. (2 hours lecture; 2 hours lab.)

Prerequisites: Course in mineralogy.

GEOS 545 OPTICAL MINERALOGY 4

Theory and practice of using the polarizing microscope to study and identify minerals; theory of light transmission in minerals; the practical effect. Required field trips. (3 hours lecture; 2 hours lab.)

Prerequisite: Course in mineralogy.

GEOS 546 PETROGRAPHY 4

Rock textures, structures and mineralogy using the polarizing microscope. Identification and classification of rocks and the origin and history of the rock as determined by microscopic study of thin sections. Required field trips. (3 hours lecture; 2 hours lab.)

Prerequisites: GEOS 545.

GEOS 560 ADVANCED MARINE GEOLOGY 3

Development and evolution of the ocean basins; marine sedimentation; shoreline development and classification; submarine topography; mineral resources of the sea. Laboratory analysis of marine sediments and fossil assemblages. Required field trips. (2 hours lecture; 2 hours lab.)

Prerequisites: Courses in physical geology and one 400 level course in marine geology or oceanography.

GEOS 571 GEOPHYSICS 3

Theory and application of conventional geophysical methods: seismology, magnetism, electricity and gravity. Laboratory includes the collection and interpretation of geophysical data. Field trips. (3 hours lecture.)

Prerequisites: Courses in physical geology and College Physics II and Calculus A.

GEOS 572 TECTONICS 3

The study of the major structures of the earth, the principle of isostasy, mountain-building, continental drift, sea-floor spreading, and possible causes of tectonism in the earth. Discussion will include the methods of study, results obtained, interpretation of the data, and the latest theories of tectonism.

Prerequisites: Geoscience major.

GEOS 575 GEOCHEMISTRY 3

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes), study of meteorites. Required field trips. (3 hours lecture)

Prerequisites: General chemistry, petrology.

GEOS 578 IGNEOUS AND METAMORPHIC GEOLOGY 4

The interpretive study of igneous and metamorphic rocks in detail with the aim of properly identifying and naming the rocks and interpreting their history: rock suites from classical areas. Required field trips. (3 hours lecture; 2 hours lab.)

Prerequisite: Geoscience major.

GEOS 580 FIELD GEOLOGY**4**

The principles and techniques of geologic field work. Independent and team mapping of local areas of geologic interest using modern field methods and instruments. (3 hours lecture, 2 hours lab.)

Prerequisites: 12 hours of 400 level geoscience.

GEOS 590 RESEARCH SEMINAR**3**

Student field, laboratory and library investigation of a problem in the area of his or her interest in geoscience, the results of which will be presented in oral and written form. Class discussion of the individual papers and of other pertinent topics of current interest in geoscience.

Prerequisite: Advanced standing as a Geoscience graduate student.

GEOS 592 SPECIAL PROBLEMS IN GEOSCIENCE**1 - 4**

Independent research project to be performed by the student under guidance of faculty.

Prerequisite: Departmental approval.

GEOS 594 RESEARCH IN GEOSCIENCE LITERATURE**1**

Investigation and evaluation of a topic in geoscience under the supervision of a faculty member by: (1) preparing a bibliography from standard sources, including an on-line computer search; and, (2) preparing a report written in standard professional format.

Prerequisite: Geoscience major.

GEOS 658 SEMINAR IN ENVIRONMENTAL GRAPHICS**3**

The use of graphic materials suitable for analyzing, understanding and presenting aspects of the environment through seminar presentation. The preparation of illustrative materials, especially suitable for inclusion in environmental impact statements, as well as for public presentation, will be developed by each student as a culminating research project.

Prerequisites: For majors in the College of Science and Mathematics.

GEOS 695 THESIS**4**

In-depth field, laboratory and library investigation of a problem in the area of the student's interest in geoscience; results will be presented in oral and written form culminating in a written thesis.

Prerequisite: Departmental approval.

PHMS 598 SPECIAL PROBLEMS IN THE MARINE SCIENCES**1 - 4**

An opportunity for the qualified graduate student to do research in a field of marine science selected under the guidance of a professor. Open only to graduate students who have indicated a potential for original thinking. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Departmental approval.

For offerings at the New Jersey Marine Sciences Consortium, see the current announcement.

HEALTH EDUCATION

Chairperson: Dr. Timothy Sullivan

Graduate Advisor: Dr. Reza Shahrokh

The graduate program in Health Education prepares professionals for careers in health education and various selected areas of the health professions. The graduate program leads to a Master of Arts degree in health education. Advanced study is provided to candidates engaged in, or seeking, positions in the broad and expanding spectrum of the health professions in the school, community, business and industrial sectors, the media and various other segments of the health care delivery system.

The curriculum provides a foundation of required coursework which is complemented by a wide array of health professions electives, interdisciplinary coursework and varied educational experiences afforded by diverse instructional approaches. Advancements in the scientific realm combined with practical applications address our contemporary health problems. There is a definite research focus within the program. Students are provided with the option of either conducting a study on a pertinent health topic - in the form of a thesis or research project - or completing a broader-based research seminar. Special student interests, academic objectives and professional goals can be accommodated on an individualized basis. Students must complete a minimum of 33 semester hours and pass a written comprehensive examination.

ADMISSION REQUIREMENTS

All candidates must meet the basic admission requirements for graduate study at Montclair State. The completion of a major in health education from an accredited college or university is preferred. Candidates with degrees in closely related areas will be considered, although prematriculation coursework may be required.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HEALTH EDUCATION

I.	Required Core Courses	18-21
	HLTH 503 Research Methods in Health	3
	HLTH 526 Curriculum Development in Health Education	3
	HLTH 528 Evaluation in Health	3
	HLTH 530 Health Issues Seminar	3
	HLTH 535 History and Foundations of Health I	3
	HLTH 603 Research Project in Health	3
	OR	
	HLTH 601 Research Seminar in Health	3
	AND	
	_____ a 3 semester hour Health Education graduate course	3

II.	Health Education Specialization Courses	12
	Choose 4 courses from the following list and the list of 400 level health courses.*	
	HLTH 502 Determinants of Environmental Health	3
	HLTH 505 School Health Program Management	3
	HLTH 510 Health Education Workshop I	3
	HLTH 511 Biomedical and Psychosocial Perspectives on Drugs	3
	HLTH 512 Alcohol Workshop	3
	HLTH 540 Selected Topics in Mental Health	3
	HLTH 551 Selected Topics in Gerontology	3
	HLTH 560 Human Diseases	3
	HLTH 565 Foundations of Epidemiology	3
	HLTH 570 Human Sexuality II	3
	HLTH 580 Health Policy and Politics	3
	HLTH 585 Organization and Administration of Health Care Facilities	3
	*The maximum number of credits that can be taken from 400-level courses is six. No more than two of the following 400-level courses may be taken for credit applicable to this master's degree:	
	HLTH 411 School Health and Community Services	3
	HLTH 430 Health Counseling	3
	HLTH 440 Health Aspects of Aging	3
	HLTH 442 Health Promotion	3
	HLTH 445 Perspectives on Death	3
	HLTH 460 Systems of Health Care Delivery	3
	HLTH 470 Patient Education	3
	HLTH 490 Ethics in Health Care	3
	HLTH 491 Health Education and the Computer	3
III.	Free Elective	3

IV. Comprehensive Examination

All matriculated students for the MA in Health Education who have completed 24 semester hours or more of health professions coursework, are eligible to take the Written Comprehensive Examination. The examination is scheduled in March and October of each year. Prior registration is necessary through completion of applications available in the department office. Candidates are limited to three attempts in completing the examination. Candidates must complete the written comprehensive examination before enrolling in HLTH 603.

HEALTH PROFESSIONS

Course Descriptions

	Semester Hours
HLTH 502 DETERMINANTS OF ENVIRONMENTAL HEALTH	3
Advanced study of health and safety aspects of the environment: air, water, industrial pollution and the impact of expanding population on health problems.	

HLTH 503 RESEARCH METHODS IN HEALTH 3

Theoretical and practical experiences in methods of inquiry, designing of research studies, utilization of various tools for gathering data, statistical analysis of data, and writing of research proposals.

Prerequisite: HLTH 528.

HLTH 505 SCHOOL HEALTH PROGRAM MANAGEMENT 3

Examines management theory and practices applicable to school health programs. Historical developments and philosophical issues are also reviewed. Includes management techniques, staffing patterns, accounting procedures and evaluation methods essential for the successful school health program.

HLTH 510 HEALTH EDUCATION WORKSHOP I 1 - 3

For teachers of health education; deeper understandings of subject matter, current methods and techniques for the classroom, and considerations for curriculum development.

HLTH 511 BIOMEDICAL AND PSYCHOSOCIAL PERSPECTIVES 3
ON DRUGS

Examines the complex biomedical and psychosocial dimensions of contemporary drug use, emphasizing consideration of a broad spectrum of physiological responses to and health consequences of involvement. Provides a comprehensive view of the historical and social aspects of drug use, and an analysis of selected major issues presented by our current problems with drugs.

Prerequisite: Undergraduate course in the study of alcohol and other drugs or permission of instructor.

HLTH 526 CURRICULUM DEVELOPMENT IN 3
HEALTH EDUCATION

Nature and construction of comprehensive health education curricula, elementary grades through senior high school. Recommended for health education majors only.

Prerequisite: HLTH 520 or permission of instructor.

HLTH 528 EVALUATION IN HEALTH 3

Provides for an in-depth study of the theories and principles of measurement and evaluation and their application to the field of health education. The theoretical foundations and the practical considerations for proper selection, development and administration of various measuring instruments, and the analysis of their results constitute the focal points of the course.

Prerequisite: A basic course in statistics or in tests and measurement.

HLTH 530 HEALTH ISSUES SEMINAR 3

Provides seminar setting for concentrated study of selected major contemporary health issues. A minimum of five topical areas are presented for analysis and interpretation through extensive readings, pertinent written projects, and directed oral communication.

HLTH 531 INDEPENDENT STUDY IN HEALTH 1 - 4

Under the direction of departmental faculty member. Semester hours determined by the department chairperson following consultation with departmental research committee.

Prerequisite: Departmental approval.

HLTH 535 HISTORY AND FOUNDATIONS OF HEALTH I 3

Comprehensive historical study of our continual struggle against the forces of disease and infirmity. Includes health and medical practices of primitive peoples, ancient civilizations, the Middle Ages, and the Renaissance.

HLTH 540 SELECTED TOPICS IN MENTAL HEALTH 3

Entails use of seminar approach for in-depth analysis of selected topics in mental health. Topics will vary according to class interest, but will include, among others, stress, labeling, racism, sexism, and ageism.

Prerequisite: A basic course in mental health.

HLTH 551 SELECTED TOPICS IN GERONTOLOGY 3

Entails use of seminar approach for in-depth analysis of selected topics in gerontology. Topics will vary according to class interest, but will include, among others, ageism, health problems, loss and diminishment, homelessness and terminal old age.

HLTH 560 HUMAN DISEASES 3

Presents a contemporary view of the major infectious and chronic/degenerative diseases with an emphasis on the principles of causation, process, diagnosis, prevention, and management. Important past and present medical developments are discussed in the context of continuing change, methods and inferences of epidemiologic investigation are studied and the implications of ongoing research are considered. Concludes with an instructional component which addresses methodology and disease specific information resources.

Prerequisite: A basic course in biology.

HLTH 565 FOUNDATIONS OF EPIDEMIOLOGY 3

Provides an understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses by analytical epidemiologic research design, the determination of causality and value of epidemiologic research in developing disease prevention programs.

HLTH 570 HUMAN SEXUALITY II 3

This course is designed for students who seek knowledge of the ethical, moral, psychological and biological concepts in human sexuality.

Prerequisite: HLTH 290.

HLTH 575 THE TEACHING OF HUMAN SEXUALITY 3

Provides for the study of instructional methodologies and resource materials pertaining to human sexuality education. Emphasizes curriculum development, teaching plans, resource selection and the role of the teacher in school and community setting.

Prerequisite: HLTH 290.

HLTH 580 HEALTH POLICY AND POLITICS 3

Provides for the study of politics of health care, health policy issues and the health care delivery system. Special emphasis is placed on health policy as it has evolved in response to sociopolitical and economic factors and expected future trends.

**HLTH 585 ORGANIZATION AND ADMINISTRATION
OF HEALTH CARE FACILITIES**

3

Analyzes organization and administration of health care facilities. Topics include nature of health care facilities, managerial processes, institutional staffing and productivity, social responsibilities, techniques of managerial innovation, funding sources and health facility legislation. Provides practical applications of relevant theory.

HLTH 601 RESEARCH SEMINAR IN HEALTH

3

Provides intensive study of the entire spectrum of research literature in the health professions field. Includes opportunities for analysis and critique of selected research studies and synthesis of research findings for theoretical and practical application.

Prerequisites: HLTH 503 and HLTH 528.

HLTH 603 RESEARCH PROJECT IN HEALTH

3

Provides an intensive research experience for master's degree candidates in health education. It reflects the culmination of coursework and involves the completion of a research document. All candidates must satisfactorily complete an oral examination based on the research experience.

Prerequisites: HLTH 503 and 528.



HUMAN ECOLOGY

Chairperson: Dr. Elaine Flint

Graduate Advisor: Dr. Karen I. Todd

The graduate program in Human Ecology offers five professional concentrations: Home Management/Consumer Economics, Family Life Education, Family Relations/Child Development, Home Economics Education and Nutrition Education.

The program is designed to provide students with advanced study needed for college and university teaching, for leadership positions in various professions in business, for social welfare agencies, for public school and adult education programs, for research, and for extension service.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State University. An individual program of study is developed for each student depending on professional goals and educational background. Students lacking adequate preparation may be required to take additional courses at the undergraduate level as prerequisite to graduate study.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HUMAN ECOLOGY

- I. Required Courses 12 - 13
 - HECO 507 Research in Home Economics 3
 - HECO 509 Research Seminar or HECO 600 Thesis 3 or 4
 - HECO 540 Interdisciplinary Study of the Family 3
 - HECO 590 Contemporary Issues in Home Economics 3
- II. Professional Concentration 9 - 15
Select from one of the following concentrations:
 - A. Home Management/Consumer Economics Concentration
 - HECO 530 Consumer Behavior 3
 - HECO 531 Family Financial Problems 3
 - HECO 532 Family and Consumer Economics 3
 - HECO 535 Consumer and Family Law 3
 - HECO 570 Management of Family Resources 3
 - HECO 448 Family Counseling 3
 - HEED 403 Consumer Education Techniques 3
 - B. Family Life Education Concentration
 - HECO 503 Program Development in Family Life
Education 3
 - HECO 514 Child in the Family 3
 - HECO 542 Dynamics of Family Interaction 3
 - HECO 570 Management of Family Resources 3

HLTH 570	Human Sexuality II	3
or		
PSYC 542	Topics in Human Sexuality	3
An Independent Study in Parenting Skills and Resources or an Independent Study in Ethical Issues in Sexuality and Family may be arranged.		
C.	Family Relations/Child Development Concentration	
HECO 503	Program Development in Family Life Education	3
HECO 514	The Child in the Family	3
HECO 542	Dynamics of Family Interaction	3
HECO 544	Intercultural Study of the Family	3
HEFM 445	The Inner City Family	3
D.	Home Economics Education Concentration	
HECO 501	Seminar in Home Economics Education	3
HECO 503	Program Development in Family Life Education	3
HECO 506	Supervision of Home Economics	3
HEED 403	Consumer Education Techniques	3
E.	Nutrition Education Concentration	
HECO 580	New Findings in Nutrition	3
HECO 581	Nutrition Education	3
HECO 585	Food and Nutrition Issues	3
HECO 587	Nutrition Education Practicum	3
III.	Human Ecology Electives	3 - 9
To be selected from approved Human Ecology courses.		
IV.	Electives Outside the Department	3 - 9
V.	Comprehensive Examination, both oral and written to be taken after completing 24 semester hours of graduate study. Students must apply to the graduate advisor at the beginning of the semester in which the exams will be taken. The comprehensive examination is given each Fall and Spring semester.	
VI.	Candidates who choose to write a thesis will register for HECO 600 for four semester hours credit in lieu of HECO 509 Research Seminar. The comprehensive exam is waived. A thesis defense is required upon the completion of the thesis before the candidate's graduate Thesis Committee.	

Minimum: 33 semester hours

HUMAN ECOLOGY

Course Descriptions

	Semester Hours
HECO 448 FAMILY COUNSELING	3
Techniques and theories of collecting data and counseling families with such problems as money management, nutrition concerns, parent-child relationships and value conflicts.	
<i>Prerequisites: HECO 141, and HEFM 214, and HEFM 248, and senior standing or graduate status.</i>	

- HECO 501 SEMINAR HOME ECONOMICS EDUCATION 3**
 Identification of the issues in home economics education at all levels. Trends are analyzed as a basis for managing change in curriculum and instruction. Each participant will design a project and plans for implementation.
- HECO 503 PROGRAM DEVELOPMENT IN FAMILY LIFE EDUCATION 3**
 Analysis of the development of family living programs in public schools and other agencies. Current problems, practices, and trends. Designing and planning for the implementation of innovative programs.
- HECO 506 SUPERVISION OF HOME ECONOMICS 3**
 Curricula, current trends, facilities, professional literature and evaluation techniques. Competencies for the role of supervisor analyzed. Provides elective credits toward supervisor's certificate.
- HECO 507 RESEARCH IN HOME ECONOMICS 3**
 Designed to provide basic research and statistical literacy so that the student can develop a research proposal in its entirety in any one area of home economics.
Prerequisite: HECO 304; Human Ecology majors only.
- HECO 508 INDEPENDENT STUDY 1 - 3**
 An opportunity to study in-depth, areas of home economics which are not offered in the regular curriculum. Approval of department chairperson required.
Prerequisite: Departmental approval.
- HECO 509 RESEARCH SEMINAR 3**
 Carrying out a research study on specific problems of limited scope. Work may be taken in the following areas: child and family, family and consumer studies, family housing, foods, nutrition, textiles, clothing or home management.
Prerequisite: HECO 507.
- HECO 514 CHILD IN THE FAMILY 3**
 An intensive study of the theories and research related to child rearing techniques. Analysis of factors influencing parental practices and their effects on the child.
- HECO 530 CONSUMER BEHAVIOR 3**
 Investigating consumer behavior from the consumers' perspective. Emphasis on individual perception, motivation, learning, and personality as well as family organization, social class, subcultures and national economic trends.
- HECO 531 FAMILY FINANCIAL PROBLEMS 3**
 Study of families with financial concerns and crises. Emphasis on effective use of money to meet families' life styles and alleviate problem areas.
- HECO 532 FAMILY AND CONSUMER ECONOMICS 3**
 Study of families and consumers from economic perspectives in society. Emphasis on broad implications of economic practices and policies for various groups of families as they function in the marketplace.
- HECO 535 CONSUMER AND FAMILY LAW 3**
 Laws and policies of institutions which affect family function, relationships and welfare.

HECO 540 INTERDISCIPLINARY STUDY OF FAMILY 3

Contributions which various academic disciplines (history, anthropology, biology, economics, as well as psychology and sociology) make toward a more comprehensive understanding of family life.

HECO 544 INTERCULTURAL STUDY OF FAMILY 3

Analytical study of cross cultural regularities and differentials in family structures. Functions and impact of social change on family values and patterns. Varied conceptual approaches to the study of family as well as a broad acquaintance with empirical studies and research.

HECO 580 NEW FINDINGS IN NUTRITION 3

This course enables students to develop detailed and in-depth knowledge of human nutrition, nutrients and their interrelationships. Emphasis is placed on the critical review and analysis of recent development in nutrition research.

Prerequisite: HENU 382.

HECO 581 NUTRITION EDUCATION 3

This course is designed to provide students with skills for developing, implementing, evaluating and funding nutrition education programs for populations with various demographic characteristics.

Prerequisite: HEED 412.

HECO 583 NUTRITIONAL ASPECTS OF FOOD PROCESSING AND HANDLING 3

A course designed to study the theory and practice of evaluating food processing from a nutritional standpoint and to compare food availability with the effects that various kinds of processing have on nutrient content. This course is appropriate for graduate students and selected seniors in food and nutrition, food service management, biology, chemistry, and health sciences.

Prerequisites: CHEM 130, and HENU 150, and HENU 182.

HECO 585 FOOD AND NUTRITION ISSUES 3

An investigation of current issues in food and nutrition with an emphasis on consumer, food industry, government and professional perspectives.

Prerequisites: HENU 382.

HECO 587 NUTRITION EDUCATION PRACTICUM 3

The practicum is designed to provide students with planned, supervised experiences in a variety of selected business agencies or organizations where nutrition education skills and competencies can be utilized.

Prerequisites: HECO 580 and 581.

HECO 590 CONTEMPORARY ISSUES IN HOME ECONOMICS 3

A seminar dealing with issues in home economics with special emphasis on designing programs for social change.

HECO 600 THESIS IN HOME ECONOMICS 4

Individual research selected under advisement of a faculty committee. An oral exam by the committee follows the completion of the project.

Required for registration: written permission from major faculty advisor of the research, and department chair; graduate matriculation.

Prerequisite: HECO 507.

- HEED 403 CONSUMER EDUCATION TECHNIQUES 3**
 Curriculum development, teaching strategies, resources and materials related to teaching consumer education.
Prerequisite: HEMG 435.
- HEFM 445 THE INNER CITY FAMILY 3**
 Sub-cultures residing in large cities. The impact of urbanization, ethnicity, social and economic institutions. Problems which families encounter. Community contact is part of the course. Meets the General Education Requirement - Contemporary Issues. Meets the Multicultural Awareness Requirement. Meets the Human and Intercultural Relations Requirement.
Prerequisite: Junior standing.
- HEMG 435 CONSUMER ACTION 3**
 The market place as a social, psychological and economic institution serving consumers. Emphasis on consumer motivation, market organization, pricing and selling strategies: trends and current issues which affect the quality and availability of goods and services.
Prerequisites: ECON 101 or 102 and HECO 304.
- HENU 560 ADVANCED NUTRITION COUNSELING FOR DIVERSE POPULATION GROUPS 3**
 Topics include ethnic variations in health care beliefs; culturally sensitive nutrition counseling skills, developmental skills and dietary behaviors of children, adolescents and aging adults and nutrition counseling approaches for these age groups. Six hours of nutrition counseling clinical experience required.
Prerequisite: HENU 482.

LEGAL STUDIES

Chairperson: Dr. Marilyn R. Tayler

Graduate Advisors: Dr. Barbara A. Nagle (Master of Arts in Legal Studies and Dispute Resolution Concentration)

Dr. Jack Baldwin LeClair (Legal Management, Information, and Technology Concentration)

The Master of Arts in Legal Studies offers a program of study for students seeking advanced preparation in legal studies. It provides academic opportunities leading to career enhancement for legal professionals. The degree offerings are on the cutting edge of specialty areas such as dispute resolution, human resource management, private sector compliance, law office management, legal technology, legal information management, trademark law, ethics, and professional responsibility.

Legal Studies provides graduate instruction through a broad range of topics which develop the student's critical understanding of law. Graduate offerings in Legal Studies are designed:

- To enhance professional development in law-related fields.
- To advance the study of law within the context of an interdisciplinary liberal arts education.
- To provide a more advanced level of legal knowledge in areas such as compliance and human resources.
- To prepare for the technologically sophisticated legal environment of the twenty-first century.
- To develop theoretical and practical knowledge of advocacy and dispute resolution.
- To develop advanced research and writing abilities.
- To enhance analytical and critical thinking skills essential to the legal field.

Students may choose the general program without a concentration or they may choose between the concentration in Legal Management, Information, and Technology and in Dispute Resolution. In the general program, students have the opportunity to enroll in courses from both concentrations.

The programs of the department of Legal Studies incorporate education in the liberal arts with sound preparation for law-related professions. Many career alternatives are possible for graduates in government, the corporate sector and private arenas. Graduate course work in legal studies serves the needs of a broad range of professionals including:

- Supervisors; claims managers; compliance officers; affirmative action officers; contract managers; law office managers and administrators; government administrators and officials at the federal, state, county and local levels; public and nonprofit administrators; and information specialists.
- Paralegal managers; legal assistant/paralegals; human resource officers; investigators; criminal justice professionals; legal advocates for victims of domestic violence, the disadvantaged and the physically and mentally challenged.

- Primary and secondary school teachers desiring education in law or conflict resolution/peer mediation; consultants; newspaper reporters; practitioners in the field of dispute resolution; professionals who utilize dispute resolution in various forums, such as labor, insurance and financial markets.

In contrast to the Master of Arts in Legal Studies, the Post-Baccalaureate Paralegal Studies Certificate Program is an appropriate course of study for entry level preparation. Students may elect to pursue the Post-Baccalaureate Certificate and also the Master of Arts degree. Contact the Department of Legal Studies for further information.

ADMISSION REQUIREMENTS

Candidates for admission must have a baccalaureate degree from an accredited college or university and meet the university's minimum requirements for the Graduate Records Examination. In addition, candidates for admission to the M.A. in Legal Studies must meet the following university and department requirements:

- minimum cumulative grade point average of 2.75 for their undergraduate work
- satisfactory completion of three core prerequisite courses (or equivalents)

Candidates for the M.A. in Legal Studies must complete the following program prerequisites: a course in civil litigation and a course in legal research. For candidates having limited familiarity with the legal environment, an introductory law course is a recommended prerequisite.

Candidates with marginal credentials may be accorded deferred matriculation status and permitted to enroll in a maximum of two graduate courses in the program. If they attain a combined minimum grade point average of 3.0 in two Legal Studies graduate courses and meet the other matriculation requirements, they may apply for full matriculation status in the program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES

		Semester	Hours
I.	Required Courses		9
	LSLW 501 Ethical and Professional Issues in the Legal Environment		3
	LSLW 511 Research Methods and Analysis		3
	LSLW 600 Thesis Seminar in Legal Studies		3
II.	Select eight courses from the following		24
	LSLW 512 Statutory and Regulatory Analysis		3
	LSLW 520 Private Civil Responsibility: Contracts and Torts		3
	LSLW 531 Administrative Practice and Procedure		3
	LSLW 538 Trademark Law		3
	LSLW 540 Criminal Trial Preparation		3
	LSLW 541 Advanced Computer Applications in the Legal Environment .		3
	LSLW 550 Law Office Management and Technology		3
	LSLW 551 Negotiation Theory and Practice		3
	LSLW 552 Mediation Theory and Practice		3

LSLW 553	Arbitration and Other Alternative Adjudicative Processes	3
LSLW 554	Conflict Management and Peer Mediation in Schools	3
LSLW 555	Family Mediation	3
LSLW 556	Dispute Resolution in the Workplace	3
LSLW 558	Cross-Cultural Conflict Resolution	3
LSLW 572	Legal Information Management	3
LSLW 578	Legal Aspects of Human Resource Management	3
LSLW 579	Private Sector Compliance with Public Regulations	3
LSLW 580	Field Experience in Legal Studies	
	OR	
LSLW 581	Cooperative Education in Legal Studies	4
LSLW 599	Selected Topics in Legal Studies	3
LSPR 411	Advanced Patent, Trademark and Copyright Law	3
LSPR 420	Advanced Civil Litigation	3
LSPR 460	Advanced Legal Research and Writing	3
III.	Elective (one course from departmental list of approved courses)	3
	Total semester hours:	36

Note: Students may not select more than 25% of their course work from courses at the 400 level.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN DISPUTE RESOLUTION

Recommended prerequisite: Negotiation, Mediation and Arbitration (LSPR 308) 3
Equivalent undergraduate course from other institutions may be substituted.

		Semester Hours
I.	Required Courses	9
	LSLW 501 Ethical and Professional Issues in the Legal Environment	3
	LSLW 511 Research Methods and Analysis	3
	LSLW 600 Thesis Seminar in Legal Studies	3
II.	Select five courses from the following	15
	LSLW 551 Negotiation Theory and Practice	3
	LSLW 552 Mediation Theory and Practice	3
	LSLW 553 Arbitration and Other Alternative Adjudicative Processes	3
	LSLW 554 Conflict Management and Peer Mediation in Schools	3
	LSLW 555 Family Mediation	3
	LSLW 556 Dispute Resolution in the Workplace	3
	LSLW 558 Cross-Cultural Conflict Resolution	3
III.	Select three courses from the following	9
	LSLW 512 Statutory and Regulatory Analysis	3
	LSLW 520 Private Civil Responsibility: Contracts and Torts	3
	LSLW 531 Administrative Practice and Procedure	3
	LSLW 538 Trademark Law	3

LSLW 540	Criminal Trial Preparation	3
LSLW 541	Advanced Computer Applications in the Legal Environment .	3
LSLW 550	Law Office Management and Technology	3
LSLW 557	Law Office Financial Management	3
LSLW 572	Legal Information Management	3
LSLW 578	Legal Aspects of Human Resource Management	3
LSLW 579	Private Sector Compliance with Public Regulations	3
LSLW 580	Field Experience in Legal Studies	

OR

LSLW 581	Cooperative Education in Legal Studies	4
LSLW 599	Selected Topics in Legal Studies	3
LSPR 411	Advanced Patent, Trademark and Copyright Law	3
LSPR 420	Advanced Civil Litigation	3
LSPR 460	Advanced Legal Research and Writing	3

IV. Elective (one course from departmental list of approved courses)..... 3

Total semester hours: 36

Note: Students may not select more than 25% of their course work from courses at the 400 level.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN LEGAL MANAGEMENT, INFORMATION, AND TECHNOLOGY

Prerequisite: Computer Applications in the Legal Environment (LSPR 440).

Equivalent undergraduate course from other institutions may be substituted.

		Semester Hours
I.	Required Courses	9
	LSLW 501 Ethical and Professional Issues in the Legal Environment	3
	LSLW 511 Research Methods and Analysis	3
	LSLW 600 Thesis Seminar in Legal Studies	3
II.	Select five courses from the following	15
	LSLW 541 Advanced Computer Applications in the Legal Environment .	3
	LSLW 550 Law Office Management and Technology	3
	LSLW 556 Dispute Resolution in the Workplace	3
	LSLW 557 Law Office Financial Management	3
	LSLW 572 Legal Information Management	3
	LSLW 578 Legal Aspects of Human Resource Management	3
	LSLW 579 Private Sector Compliance with Public Regulations	3
	LSPR 420 Advanced Civil Litigation	3
III.	Select three courses from the following	9
	LSLW 512 Statutory and Regulatory Analysis	3
	LSLW 520 Private Civil Responsibility: Contracts and Torts	3
	LSLW 531 Administrative Practice and Procedure	3
	LSLW 538 Trademark Law	3

LSLW 540	Criminal Trial Preparation	3
LSLW 551	Negotiation Theory and Practice	3
LSLW 552	Mediation Theory and Practice	3
LSLW 553	Arbitration and Other Alternative Adjudicative Processes	3
LSLW 554	Conflict Management and Peer Mediation in Schools	3
LSLW 555	Family Mediation	3
LSLW 558	Cross-Cultural Conflict Resolution	3
LSLW 580	Field Experience in Legal Studies	
	OR	
LSLW 581	Cooperative Education in Legal Studies	4
LSLW 599	Selected Topics in Legal Studies	3
LSPR 411	Advanced Patent, Trademark and Copyright Law	3
LSPR 460	Advanced Legal Research and Writing	3
IV.	Elective (one course from departmental list of approved courses)	3
	Total semester hours:	36

Note: Students may not select more than 25% of their course work from courses at the 400 level.

LEGAL STUDIES

Course Descriptions

		Semester Hours
LSLW 501	ETHICAL AND PROFESSIONAL ISSUES IN THE LEGAL ENVIRONMENT	3
	Examination of ethical and professional issues as they relate to the legal environment. Exploration of different viewpoints and conflicting views of professional responsibility analyzed and discussed through hypothetical and real ethical dilemmas.	
LSLW 511	RESEARCH METHODS AND ANALYSIS	3
	Presentation of theory and methods of intellectual inquiry and research. Advanced study of legal research methodology and legal analysis which includes preparation of scholarly legal research papers.	
LSLW 512	STATUTORY AND REGULATORY ANALYSIS	3
	Study of legislative and administrative processes including the creation, application and interpretation of statutory and administrative law. Required research includes use of primary and secondary legislative and administrative law materials as well as legislative history.	
LSLW 520	PRIVATE CIVIL RESPONSIBILITY: CONTRACTS AND TORTS	3
	Study of aspects of contract and tort law and their interaction in contemporary business practices, examined in the context of an ever-changing society. Application of common law principles and contract and tort as well as the Uniform Commercial Code. Judicial and legislative roles and reactions to change in the context of the public good and business interests.	

LSLW 531 ADMINISTRATIVE LAW**3**

A critical analysis of the body of law which regulates government agencies and their relations with the public. Examination of federal and state administrative law, regulations, rules and procedures.

LSLW 538 TRADEMARK LAW**3**

Comprehensive study of procedural and substantive aspects of trademark selection, registration, use and protection within the context of intellectual property.

LSLW 540 CRIMINAL TRIAL PREPARATION**3**

Preparation and trial of a criminal case as studied through case law, procedures, techniques and strategies. Contrast of New Jersey and Federal criminal procedure. Study of investigation, pleadings, motions, discovery, jury selection, evidentiary problems, direct and cross-examination and summations. Extensive use of simulation exercises.

**LSLW 541 ADVANCED COMPUTER APPLICATIONS
IN THE LEGAL ENVIRONMENT****3**

To acquaint students with the various types, applications, and procedures of computer software used in the legal environment as they interface with hardware. To explore the Internet and World Wide Web as resources in the legal environment. To become knowledgeable about applications of computer software within the flow of the production process. To teach students to manage legal work product using state of the art computer applications programs resources in the legal environment.

LSLW 550 LAW OFFICE MANAGEMENT AND TECHNOLOGY**3**

To acquaint students with procedural and substantive principles of law office management which interface with technology in the legal environment. To become knowledgeable about applications of computer software within the flow of the production process. To teach students to manage legal work product and human resources in the legal environment. It is fundamental for students who desire a career as a law office manager, law office administrator, supervising paralegal, or division supervisor.

LSLW 551 NEGOTIATION THEORY AND PRACTICE**3**

In-depth study of negotiation theories and practical applications. Includes an examination and comparison of various negotiation theories and critical skills needed to be an effective negotiator. Extensive role plays. Study of ethical and policy issues. LSPR 308 is recommended as a prerequisite.

LSLW 552 MEDIATION THEORY AND PRACTICE**3**

In-depth examination of the theory and practical applications of mediation. Integration of ethical and policy issues and applications through role plays. Study of how the various applications affect the mediation process and the court's role in the development of mediation. LSPR 308 is recommended as a prerequisite.

**LSLW 553 ARBITRATION AND OTHER ALTERNATIVE
ADJUDICATIVE PROCESSES****3**

In-depth examination of the theory and applications of arbitration and other adjudicative processes. Utilization of role plays to expand student knowledge and ability to understand increasingly complex issues. Examination of policy and ethical issues and exploration of case law research. LSPR 308 is recommended as a prerequisite.

LSLW 554 CONFLICT MANAGEMENT AND PEER MEDIATION IN SCHOOLS 3

Comprehensive study of the theory and application of interpersonal conflict resolution processes between and among individual students and groups of similar status in primary, secondary and higher education.

LSLW 555 FAMILY MEDIATION 3

Theoretical and practical aspects of mediation in the family law context. Overview of the laws which govern and affect the formation, maintenance and dissolution of the family unit. Study of the increasingly important role of family mediation both privately and within the judicial structure. Integration of ethical and practical considerations and enhancement of student understanding through role plays and independent research. LSLW 552 is recommended as a prerequisite.

LSLW 556 DISPUTE RESOLUTION IN THE WORKPLACE 3

Critical study of procedural and substantive legal principles of dispute resolution in the workplace. Exploration of procedures such as negotiation, mediation, arbitration, fact finding, and grievance resolution through collective bargaining which is the core of dispute resolution in both private and public sector employment. LSLW 551 is recommended as a prerequisite.

LSLW 557 LAW OFFICE FINANCIAL MANAGEMENT 3

To acquaint students with the various types, applications, and procedures of financial management in the legal environment. To explore the various financial, timekeeping, and accounting controls which are at the core of the law office efficiency. To become knowledgeable about various state Rules of Professional Conduct as they affect legal practice. To teach students to manage accounts receivable, financial ledgers, disbursements, and various required journals manually and using computer software.

LSLW 558 CROSS-CULTURAL CONFLICT RESOLUTION 3

Intensive study and application of theories and techniques of cross-cultural conflict resolution. Examination of issues of race, ethnicity, gender, religion, and sexual preference within the context of dominant Western culture. LSLW 552 is recommended as a prerequisite.

LSLW 572 LEGAL INFORMATION MANAGEMENT 3

Study of theoretical aspects of information theory in the legal environment with application to the problem method of analysis. This course will examine the compilation and analysis of legal information from automated litigation support through computer-assisted legal research.

LSLW 578 LEGAL ASPECTS OF HUMAN RESOURCE MANAGEMENT 3

In-depth study of procedural and substantive legal principles of human resource management. Exploration of the various procedures which can and should shape the work environment in both private and public employment.

LSLW 579 PRIVATE SECTOR COMPLIANCE WITH PUBLIC REGULATIONS 3

In-depth study of federal and state requirements of compliance with public regulations in the areas of labor, employment, employee benefits, affirmative action, equal pay, and other federal and state mandated policies. Exploration of the interplay of various statutory and common law requirements governing private organizations which function in the United States.

LSLW 580 FIELD EXPERIENCE IN LEGAL STUDIES 3

Application of academic theories to compensated field experience of 120 hours over a semester in a legal environment reflective of the student's course of study. Research of issues related to placement and/or ethical issues.

Prerequisites: Completion of a minimum of LSLW 501, LSLW 511 and 18 additional credits towards the M.A..

LSLW 581 COOPERATIVE EDUCATION IN LEGAL STUDIES 3

Application of academic theories to compensated field experience of 20 hours per week in a legal environment reflective of the student's course of study. Research of issues related to placement and/or ethical issues.

Prerequisites: Completion of a minimum of LSLW 501, LSLW 511 and 18 additional credits toward the M.A. degree and departmental approval.

LSLW 599 SELECTED TOPICS IN LEGAL STUDIES 3

Examination of a current topic in the legal environment that is of significance. Analysis of theoretical foundations and practical applications in the area studied. Development of the ability to critically analyze, observe, and research the topic under examination, as well as prepare a research paper.

LSLW 600 THESIS SEMINAR IN LEGAL STUDIES 3

Seminar for the M.A. student in Legal Studies who is completing a thesis. Designed to facilitate the writing of the thesis by providing students with an opportunity to discuss their work with a faculty facilitator and other M.A. students.

Prerequisites: Departmental approval.

PARALEGAL STUDIES CERTIFICATE

Certificate Advisor: Dr. Norma C. Connolly

The Department of Legal Studies offers a Paralegal Studies Certificate Program for post-baccalaureate students which includes a balanced and varied background in the legal fundamentals, appropriate skills, and practical field work experience necessary for employment as a legal assistant. The program develops intellectual and analytical skills, educates students for direct employment opportunities in the paralegal field, and provides additional career possibilities in combination with a student's undergraduate degree.

The Montclair State University Paralegal Studies Program is the first and only program at a state college or university in New Jersey to receive American Bar Association approval. A certificate of completion is awarded to all students who meet program standards, fulfill the 24 credit hours required in the program, and have completed a bachelor's degree. Post-baccalaureate students who meet all course prerequisites may, with departmental permission, substitute up to two graduate Legal Studies courses (at the 500 level) within the Paralegal Studies Program.

By advisement, a student may focus upon one of three optional areas of emphasis in the selection of Group II courses: Legal Information and Technology, Hispanic Perspectives and Patent, Trademark, and Copyright Law. These are informal groupings of courses clustered in accordance with student interests and career goals. A student is not required to take them and they are not formally recorded with the Registrar's Office. The required Paralegal Seminar and Internship course will focus upon the student's area of interest.

PARALEGAL STUDIES PROGRAM

LSLW 200 Introduction to Law is a recommended program prerequisite.

I. Required Courses (9 semester hours):

LSPR	210	Law and Litigation	3
LSPR	312	Foundations of Legal Research	3
LSPR	362	Legal Writing	3

II. Choice of 4 of the following (12 semester hours):

A. Students must include at least one course from the following group:

LSPR	304	Real Estate Law	3
LSPR	306	Contract Law for Paralegals	3
LSPR	322	Wills, Trusts, and Probate Law	3
LSPR	330	Domestic Relations Law	3
LSPR	336	Corporations and Partnerships	3

B. Students may include one course from the following group:

LSPR	301	Criminal Law and Procedure	3
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LSPR	305	Immigration Law	3
LSPR	308	Negotiation, Mediation and Arbitration	3
LSPR	310	Fundamentals of Patent, Trademark and Copyright Law	3
LSPR	332	Personal Injury Law	3
LSPR	339	Computer Applications in the Legal Environment	3
LSPR	411	Advanced Patent, Trademark and Copyright Law	3
LSPR	420	Advanced Civil Litigation	3
LSPR	441	Advanced Computer Applications in the Legal Environment .	3
LSPR	450	Law Office Management and Technology	3
LSPR	460	Advanced Legal Research and Writing	3
LSPR	499	Selected Topics in Paralegal Studies.....	3

C. Students may include one law-related course from the following list:

BSLW	261	Legal Environment of Business I	3
		(precludes program credit for LSPR 306)	
LSLW	388	Trial Techniques and Strategies	3
		(open only to undergraduates)	
LSPR	316	Skills for Bilingual Legal Personnel	3
		(fluency in Spanish required)	
POLS	321	Law in Society: Criminal Law	3
		(precludes program credit for LSPR 301)	

D. With departmental permission, seniors and post-baccalaureate students who meet all prerequisites, may include two courses at the 500 level from the Legal Studies Department

III.	LSPR	497	Paralegal Seminar and Internship	3
			<i>or</i>	
	LSPR	498	Cooperative Education: Paralegal Studies	4-8

Total Semester Hours for the Program 24-25

Optional Areas of Emphasis:

By advisement, a student may focus upon optional areas of emphasis in the selection of Group II courses. These are informal groupings of courses clustered in accordance with student interests and career goals. A student is not required to take them and they are not formally recorded with the Registrar's office. The required Paralegal Seminar and Internship course will focus upon the student's area of emphasis.

1. Legal Information and Technology (LSPR 339, LSPR 441, LSPR 450)
2. Patent, Trademark, and Copyright Law (LSPR 310 and LSPR 411)
3. Hispanic Perspectives (Fluency in Spanish required) (LSPR 316 and PSYC 245 or PCOM 245 or SOCI 202)

LEGAL STUDIES

Course Descriptions

	Semester Hours
LSPR 210 LAW AND LITIGATION	3
An introduction to the legal system with a focus on the New Jersey court system. Review of substantive areas of law and application of procedural concepts from initiation of a civil lawsuit through entry of judgment. The unique role and function of attorney and paralegal in the process of client interviewing, ethical considerations, investigation and preparation for trial. Drafting of pleadings and other documents used in litigation and trial. Introduction to Law (LSLW 200) is a recommended prerequisite.	
LSPR 301 CRIMINAL LAW AND PROCEDURE	3
Legal concepts of criminal law and their application to criminal procedure. Contrast between civil law and criminal law. Study of crimes against persons, property and the public. Searches and seizure, arrest and interrogation. Students may take LSPR 301 or POLS 321, but not both courses as part of the Paralegal Studies program, the Political Science major or the Criminal Justice Minor.	
LSPR 304 REAL ESTATE LAW	3
Principles of real estate law and transactions. Contracts, mortgages, surveys, title, RESPA. Conveyances of real property from the standpoint of seller and purchaser. Landlord-tenant relations. Forms and documents utilized by paralegals in real estate law.	
LSPR 305 IMMIGRATION LAW	3
Basic overview of Immigration and Nationality Act, as well as historical and sociological perspective of United States Immigration. Practice and procedure of immigration law as it pertains to both administrative agency processing and consular processing. Visa applications, naturalization, citizenship, deportation, exclusion, asylum and refugee practice.	
LSPR 306 CONTRACT LAW FOR PARALEGALS	3
Theoretical foundations and practical applications of contract law in the common law tradition as modified by the Uniform Commercial Code. Drafting of contracts. Current developments in computer applications related to contract law. Paralegal Studies Program. Students may take LSPR 306 or BSLW 261 in the Paralegal Studies Program but not both courses.	
LSPR 308 NEGOTIATION, MEDIATION AND ARBITRATION	3
An in-depth study of complementary forms of dispute resolution as compared and contrasted with the traditional judicial system. Students study the theoretical background and receive training in mediation, negotiation and arbitration. Students may take LSLW 220 or LSPR 308, but not both courses. Students in the Paralegal Studies Program should take LSPR 308.	
LSPR 310 FUNDAMENTALS OF PATENT, TRADEMARK AND COPYRIGHT LAW	3
Substantive principles of patent, trademark and copyright law including categories and standards of patentability, categories of trademarks and categories of copyrightable subject matter. Assignment and licensing of such proprietary rights. Litigation involving acts of infringement including related areas of anti-trust law and unfair competition.	

LSPR 312 FOUNDATIONS OF LEGAL RESEARCH 3

Study of principles, methods and applications of legal research. The use of a law library, including case law, statutory law and other sources. The development of legal research skills in the preparation of work in the field of law. Familiarization with computer-assisted legal research.

Prerequisite : Not open to freshmen.

LSPR 316 SKILLS FOR BILINGUAL LEGAL PERSONNEL 3

Translating, interpreting and cultural fluency as applied to the legal field and in particular to the role of bilingual paralegals.

Prerequisite: Fluency in Spanish required.

LSPR 322 WILLS, TRUSTS AND PROBATE LAW 3

Basic concepts, practice, and procedure in wills, probate, and trusts. Includes will drafting, estate planning, probate procedures and estate administration. Forms and questionnaires utilized by paralegals in these areas.

LSPR 330 DOMESTIC RELATIONS LAW 3

Basic concepts of domestic relations law and family law practice. Includes ante-nuptial agreements, formal ties of marriage, separation agreements, and divorce. Familiarization with forms and procedures utilized by paralegals in domestic relations law.

LSPR 332 PERSONAL INJURY LAW 3

Legal concepts and terminology of personal injury law, both substantive and procedural. Negligence, medical malpractice, products liability. Drafting of pleadings and other documents utilized by paralegals in personal injury practice.

Prerequisites: LSPR 210 and 312.

LSPR 336 CORPORATIONS AND PARTNERSHIPS 3

Legal characteristics and tax aspects related to sole proprietorship, partnership, limited partnership and corporation. Formation, operation and dissolution of the corporate entity. Drafting of legal forms utilized by paralegals in these areas.

**LSPR 339 COMPUTER APPLICATIONS IN THE
LEGAL ENVIRONMENT 3**

Applications of computer software in the legal environment. Legal applications of word processing, databases and spreadsheets. Legal software for document generation, document management, financial management, time billing, time and docket management, computer-assisted legal research and information management in the workflow process.

Prerequisites: LSPR 210 and 312. Undergraduates must complete the Computer Science General Education Requirement before taking this course.

LSPR 362 LEGAL WRITING 3

Application of legal research, method and analysis to legal writing. Students are required to perform various kinds of legal writing assignments and to demonstrate ability to identify legal problems, analyze them based upon the related law and theory, and solve problems with resulting written work product.

Prerequisite: LSPR 312.

LSPR 411 ADVANCED PATENT, TRADEMARK AND COPYRIGHT LAW 3

Procedural principles of patent, trademark and copyright law including prosecution of patent and trademark applications in the United States Patent and Trademark Office, preparation and filing of trademark applications and preparation of applications to register claims to copyright in the United States Copyright Office. Litigation procedures for acts of infringement relating to such proprietary rights.

Prerequisite: LSPR 310.

LSPR 420 ADVANCED CIVIL LITIGATION 3

Refinement of substantive and procedural principles relating to all stages of a civil law suit from commencement of suit through judgment and appeal as applied in New Jersey. Theoretical foundations and practical applications in the state court system contrasted with the federal court system.

Prerequisite: LSPR 210 and 312.

LSPR 441 ADVANCED COMPUTER APPLICATIONS IN THE LEGAL ENVIRONMENT 3

Applications and operation of computer programs designed specifically to assist in the practice of law or the management of a law office and to provide students with a conceptual basis for evaluation, application and operation of other legal application programs which may become available to students. The course builds upon the background and knowledge acquired in the prerequisite *Computer Applications in the Legal Environment*.

Prerequisites: LSPR 312 and LSPR 339.

LSPR 450 LAW OFFICE MANAGEMENT AND TECHNOLOGY 3

Theoretical foundations and practical applications of law office management and technology. Hands-on and theoretical problems dealing with work product and workflow in the legal environment. Consideration of processes such as legal document management and assembly, case management, database management, human resource management, and technological interfaces with traditional processes.

LSPR 460 ADVANCED LEGAL RESEARCH AND WRITING 3

Refinement of principles and methods of legal research in working with statutes, case law and other legal sources. Application of legal research techniques to practical legal problems. Preparation of more complex legal research projects.

Prerequisites: LSPR 312 and LSPR 362.

LSPR 497 PARALEGAL SEMINAR AND INTERNSHIP 3

Field work experience of 90 hours in a private sector law office, corporation, bank, or public sector agency. Required classroom seminar supplements experiential component and includes discussion of field work experience, ethical considerations and career options.

Prerequisites: LSPR 210, and LSPR 312, and LSPR 362; one legal specialty course; departmental approval.

Prerequisites or Corequisites: 2 legal specialty selected from courses approved within the Paralegal Studies Program or from the approved departmental list.

**LSPR 498 COOPERATIVE EDUCATION:
PARALEGAL STUDIES**

4 - 8

Academic study integrated with supervised paid employment situation in the legal environment outside of the formal classroom setting. Part-time (20 hours per week) or full-time (40 hours per week). Required classroom seminar supplements experiential component and includes discussion of field work experience, ethical considerations and career options.

Prerequisites: LSPR 210; and 312; and 362; one legal specialty course; departmental approval.

Prerequisites or Corequisites: 2 legal specialty courses selected from courses approved within the Paralegal Studies Program or from the approved departmental list.

LSPR 499 SELECTED TOPICS IN PARALEGAL STUDIES

3

Exploration of a significant area of Paralegal Studies such as administrative law, bankruptcy, environmental law, as well as new and evolving legal areas. The specific topic will be announced each time the course is offered.

LINGUISTICS

Chairperson: Dr. Mary E. Call

Graduate Advisor: Dr. Milton S. Seegmiller

The M.A. in Applied Linguistics prepares students for careers in a variety of professions where an understanding of language is essential. Students may choose to concentrate their studies in one of several areas; among these are second language learning and teaching, TESL, discourse analysis, computational linguistics, language policy and language planning. As an example, students who are interested in the interaction between language and society might choose to take APLN 530 Language Policy and Language Planning, APLN 532 Language and Culture, and APLN 534 Languages in Contact as three of their electives. Certification in Teaching English as a Second Language (TESL) as a second teaching field is available for students who already hold certification in another field. To be eligible for certification in Teaching English as a Second Language (TESL), students must choose four appropriate TESL-related electives and two free electives (from the lists below) in addition to fulfilling the requirements for all M.A. students.

Students in other programs may elect Linguistics courses with their advisor's prior approval.

CERTIFICATION IN TEACHING ENGLISH AS A SECOND LANGUAGE AS A SECOND TEACHING FIELD

To be eligible for certification in Teaching English as a Second Language (TESL) as a second teaching field, students must complete a course of study of 18 semester hours. Interested students should contact the Linguistics Department for the list of required courses.

ADMISSIONS REQUIREMENT

Candidates must fulfill the criteria for graduate matriculation at Montclair State University listed in this catalogue (Admission to Graduate Study). After they have been accepted, candidates will consult with the Graduate Advisor in the Linguistics Department to plan their individual programs of study.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED LINGUISTICS

The M.A. in Applied Linguistics requires the successful completion of 36 semester hours, a comprehensive exam, and a 1 semester hour research requirement (described below in IV). The 36 semester hours of course work include a core of 18 semester hours required of all students. The remaining 18 semester hours will be chosen from among the approved electives in consultation with the Graduate Advisor.

	Semester Hours
I. Required Courses	18
* APLN 500 Language and Linguistics	3
APLN 502 Sociolinguistics	3

	APLN 504	Syntax	3
	APLN 505	Semantics and Pragmatics	3
	APLN 506	Phonetics and Phonology	3
	APLN 508	Research Design in Applied Linguistics	3
	*Waived for students with a background in linguistics; an additional elective is to be taken.		
II.	Electives-Group I		6
	Students select at least 2 of the following 7 courses:		
	(Additional courses taken from Group I will also count towards a student's electives.)		
	APLN 510	Discourse Analysis	3
+	APLN 520	Current Theories of Second Language Acquisition	3
	APLN 530	Language Policy and Language Planning	3
	APLN 540	Literacy	3
	APLN 550	Computational Linguistics	3
	APLN 560	Translation Theory	3
	APLN 570	The Structure of American Sign Language	3
III.	Electives-Group II		12
	Students elect 4 courses from the list below and/or from the above list:†		
	APLN 512	Cross-Cultural Discourse Analysis	3
	APLN 518	Forensic Linguistics	3
	APLN 522	Sociocultural Theory and Second Language Acquisition/Learning	3
+	APLN 524	Advanced Structure of American English	3
+	APLN 525	Methodology of Teaching ESL	3
	APLN 526	Computer-Assisted Language Instruction	3
	APLN 528	Language Testing and Assessment	3
+	APLN 532	Language and Culture	3
	APLN 534	Languages in Contact	3
	APLN 535	Language Policy in Nations in Transition	3
	APLN 536	Languages of the U.S.A.	3
	APLN 538	Cross-Cultural Perspectives on Language Socialization	3
	APLN 542	Cross-Cultural Perspectives on Literacy	3
	APLN 544	Linguistics and Reading	3
	APLN 552	Current Issues in Natural Language Processing	3
	APLN 565	Lexicography	3
	APLN 590	Selected Topics in Applied Linguistics	3
	APLN 594	Independent Study	3
	APLN 596	Independent Study	3

+Students interested in completing certification in TESL as a second teaching field must take these electives from Group I and from Group II. APLN 529 TESL Practicum does not count as an elective for the M.A. in Applied Linguistics but is a New Jersey State Requirement for TESL certification as a second teaching field.

† In consultation with the Linguistics Department's Graduate Advisor, students may elect to take up to 3 courses from a list of appropriate courses offered by other departments.

IV. Research Requirement	
APLN 605 Independent Research	1
<i>(A grade of no credit (NC) will be used until the research is completed; may be repeated 3 times.)</i>	

All students are required to do an original piece of linguistics research in order to complete their M.A. in Applied Linguistics. This research is to be presented in the form of a paper of at least 30 pages. The paper may be a revision of one written for a graduate course in Linguistics. The paper will be read and approved by the faculty member supervising the independent research as well as by two other faculty members; one of the other two faculty can be from outside of the Linguistics department. A twenty-minute oral presentation of the research will be given by the student at an annual Linguistics Department Colloquium.

V. Comprehensive Examination

Total semester hours: 37

LINGUISTICS

Course Descriptions

	Semester Hours
APLN 500 LANGUAGE AND LINGUISTICS	3
An overview of the study of language and linguistics intended to provide students with a clear understanding of human language and with the conceptual foundations of linguistics. The course will expose students to several major areas within linguistics: language acquisition, phonetics, phonology, morphology, syntax, semantics and pragmatics. It will introduce the major tenets and principles of linguistics without surveying the areas treated in the other graduate courses in the department. It is a prerequisite for all other courses in the M.A. program.	
APLN 502 SOCIOLINGUISTICS	3
The study of language in its social context with a focus on language variation. Topics include language and social class, language and ethnicity, language and gender, and the study of standard versus nonstandard varieties of language. <i>Prerequisite: APLN 500.</i>	
APLN 504 SYNTAX	3
An investigation of the findings of theoretical syntax and the valuable insights which these provide for syntactic analysis in language teaching, for language-learning texts, for translation, for work in artificial intelligence, etc. <i>Prerequisite: APLN 500.</i>	

APLN 505 SEMANTICS AND PRAGMATICS 3

An exploration of the main tenets of contemporary semantics and pragmatics, the areas of linguistics that examine various aspects of meaning. The course investigates the boundaries between semantics and pragmatics by studying utterance meaning as well as lexical and sentence meaning. Students will learn about the applications of semantics and pragmatics to a variety of areas of applied linguistics.

Prerequisite: APLN 500.

APLN 506 PHONETICS AND PHONOLOGY 3

The study of the basic principles of phonetics and phonology, and the relevance of these principles to a variety of applications, including foreign-language teaching, speech pathology, and the analysis and synthesis of speech by computer.

Prerequisite: APLN 500.

APLN 508 RESEARCH DESIGN IN APPLIED LINGUISTICS 3

A course to train students in research design, methodology and data collection procedures. Students learn skills which prepare them for administrative and research positions in fields such as language planning, ESL curriculum evaluation and language learning measurement.

Prerequisite: APLN 500.

APLN 510 DISCOURSE ANALYSIS 3

An investigation of the techniques used in discourse analysis, the branch of linguistics which studies how to analyze naturally occurring connected speech. Discourse analysis is the study of the organization of language above the sentence level including the structure of conversations. It considers language in a social context, in particular the language used in verbal interactions.

Prerequisite: APLN 500.

APLN 512 CROSS-CULTURAL DISCOURSE ANALYSIS 3

A discourse analytic examination and comparison of the verbal practices and communicative strategies of different linguistic, social and cultural groups. Students will broaden their understanding of discourse analysis by investigating verbal interactions that take place in different languages and within a variety of cultural contexts.

Prerequisites: APLN 510.

APLN 518 FORENSIC LINGUISTICS 3

The study of the role of the linguist in the field of law. The course analyzes the difference between "truth" as defined by science and by the law. It describes how linguists can serve as "expert witnesses" in civil cases and in a wide range of criminal investigations. It also explores how dialect study, discourse analysis, lexical analysis, phonetics, pragmatics, etc. can provide linguistic evidence crucial to litigation.

Prerequisite: APLN 500.

**APLN 520 CURRENT THEORIES OF
SECOND LANGUAGE ACQUISITION 3**

An in-depth analysis of the processes of child and adult second language acquisition (SLA) and how it differs from first language acquisition and the implications of these theories for the teaching and learning of second languages. The application of sociolinguistics and psycholinguistics to language teaching.

Prerequisite: APLN 500.

APLN 522 SOCIOCULTURAL THEORY AND SECOND LANGUAGE ACQUISITION/LEARNING 3

An examination of the basic tenets of sociocultural theory of mind and their application to various aspects of second language acquisition/learning. The results of recent studies present evidence that collaborative mental activity carried out through linguistic means promotes second language learning. At the core of this theory is the principle of linguistically mediated cognition; that is, growth in mental abilities is mediated through language working in collaboration with others.

Prerequisite: APLN 500.

APLN 524 ADVANCED STRUCTURE OF AMERICAN ENGLISH 3

A detailed analysis of the phonological and grammatical structures of American English; advanced study of the social and stylistic varieties of American English; various theories of English grammar are studied.

Prerequisite: APLN 500.

APLN 525 METHODOLOGY OF TEACHING ESL 3

The study of current issues in the teaching of English as a Second Language. Issues may include innovative teaching methodologies, the application of language learning theories to classroom teaching and the adaptation and development of instructional materials.

Prerequisite: APLN 500.

APLN 526 COMPUTER-ASSISTED LANGUAGE INSTRUCTION 3

Designed for prospective and experienced foreign language and ESL teachers who are interested in exploring the following areas: the use of networked-based computer instruction; authentic interactive language instruction via the World Wide Web; and the use and evaluation of currently available software and CD Roms for teaching second and foreign languages. This course is intended to introduce students to the use of computer-mediated language instruction and to the evaluation and selection of software for language learning.

Prerequisite: APLN 500.

APLN 528 LANGUAGE TESTING AND ASSESSMENT 3

Basic concepts of testing: reliability, validity, correlation, etc. Statistical concepts: correlation coefficient, standard deviation, etc. Testing individual language skills: listening, reading, writing and oral proficiency. Testing communicative competence. Measuring language dominance in bilingualism.

Prerequisites: APLN 520, and 525.

APLN 529 TESL PRACTICUM 3

To provide students who are seeking certification in Teaching English as a Second Language (TESL) as a second teaching field, with an opportunity to teach ESL in a formal classroom setting. Arrangements will be made on an individual basis for each student.

Prerequisites: Completion of other required courses for TESL certification. APLN 525 may be taken as a corequisite.

APLN 530 LANGUAGE POLICY AND LANGUAGE PLANNING 3

The study of the problems facing multilingual societies. The course explores the function of standard languages and the competition which often exists among different populations and languages. Topics include the role of language in ethnic loyalty, the dynamics of language loss and maintenance and the linguistic, economic, sociological, political and educational aspects of language planning.

Prerequisite: APLN 500.

APLN 532 LANGUAGE AND CULTURE 3

An investigation of the intimate connection between language, culture, and ethnic pride and identity. Study of the communication problems faced by bilingual children due to differences in verbal and nonverbal patterns of communication; survey of various instructional methods and models employed in teaching children from different linguistic and cultural backgrounds; study of the correlation between language and various socio-cultural factors.

Prerequisite: APLN 500.

APLN 534 LANGUAGES IN CONTACT 3

A study of the effects of bilingualism and multilingualism on society and on the languages involved. By examining a variety of examples, students become familiar with the possible outcomes of language contact and with the factors that play a role in language-policy decisions in multilingual societies. Pidgins and creoles are also studied.

Prerequisite: APLN 500.

APLN 535 LANGUAGE POLICY IN NATIONS IN TRANSITION 3

This course explores the language policy issues that arise in nations in transition, the ways in which such countries have dealt with or are dealing with these issues, and the outcomes of their actions. The general approach will be to examine a variety of contemporary and historical case studies, i.e. cases of language policy formation in developing countries around the world.

Prerequisite: APLN 500.

APLN 536 LANGUAGES OF THE USA 3

A survey of the indigenous, colonial, and immigrant languages of the U.S., and how they are used in education and general communication. Also studied are factors affecting the maintenance or loss of languages and the shift from native languages to English with discussion of the mutual effects of language contact.

Prerequisite: APLN 500.

**APLN 538 CROSS-CULTURAL PERSPECTIVES ON
LANGUAGE SOCIALIZATION 3**

A cross-cultural analysis of how children are socialized to use language and how children are socialized through the use of language. Investigates how children learn about their culture through learning their language. Connects the phenomenon of language acquisition to the belief-system and family structure within a society.

Prerequisite: APLN 500.

APLN 540 LITERACY 3

An exploration of the nature of written language and its role in cognition and in social and intellectual life. The linguistic, psychological, and functional differences between speaking, writing, and reading are studied. Literate and non-literate societies are examined.

Prerequisite: APLN 500.

APLN 542 CROSS-CULTURAL PERSPECTIVES ON LITERACY 3

An overview of how reading and writing are acquired among various societies throughout the world and what educational implications this knowledge has in applied contexts, such as in the teaching of English as a Second Language.

Prerequisite: APLN 500.

APLN 544 LINGUISTICS AND READING 3

A study of the insights into the reading process provided by the linguist's description of what the speaker knows about language; an analysis of what the process of language acquisition tells us about the process by which children learn to read; an investigation of the connection between dialect differences and reading difficulties and an exploration of the contribution that linguistics makes for teaching second language learners to read English.

Prerequisite: APLN 500.

APLN 550 COMPUTATIONAL LINGUISTICS 3

A survey of the field of existing computer systems for analyzing natural language. The following areas are covered: parsing, semantic analysis and discourse analysis. Students will be required to analyze human language using a specific programming language such as PROLOG, LISP or Pascal.

Prerequisite: APLN 500.

APLN 552 CURRENT ISSUES IN NATURAL LANGUAGE PROCESSING 3

An investigation of the two methodologies that dominate speech and natural language processing: rule-based and probabilistic system design. The two methodologies will be compared in light of their suitability for language processing applications in syntactic and morphological analysis, speech synthesis and recognition, and text classification and information retrieval.

Prerequisite: APLN 500.

APLN 560 TRANSLATION THEORY 3

An exploration of the principles involved in providing semantic "equivalents" between two languages, emphasizing the problems of translating a variety of different types of texts which reflect major cross-cultural differences.

Prerequisite: APLN 500.

APLN 565 LEXICOGRAPHY 3

The study of the principles of compiling dictionaries. Topics include: the collection and evaluation of citations, semantic fields, defining, recording pronunciations, and determining usage. Attention will be paid to the differences among different types of dictionaries. Sample dictionaries are examined and students carry out their own lexicographic project.

Prerequisite: APLN 500.

**APLN 570 THE STRUCTURE OF AMERICAN
SIGN LANGUAGE 3**

The study of American sign language, or ASL, the manual language of many deaf Americans. This course approaches ASL from a linguistic perspective, examining its semantics, grammar, and “phonology”, and comparing ASL with English and other spoken languages. ASL is also compared with other manual languages used in America, including signed English and “total communication”. The educational implications of ASL and other manual languages are discussed.

Prerequisite: APLN 500.

APLN 590 SELECTED TOPICS IN APPLIED LINGUISTICS 3

An intensive study in a particular area of applied linguistics to address topics not covered in other courses. Topics reflect current issues in applied linguistics.

Prerequisite: APLN 500.

APLN 594 INDEPENDENT STUDY 1-3

This course allows MA students to explore areas in Applied Linguistics that are not covered in the normal course offerings. May be repeated for a maximum of six credits.

Prerequisites: Departmental approval.

APLN 596 INDEPENDENT STUDY 1-3

This course allows MA students to explore areas in Applied Linguistics that are not covered in the normal course offerings. May be repeated for a maximum of six credits.

Prerequisites: Departmental approval.

APLN 605 INDEPENDENT RESEARCH 1

Independent research on an approved topic in Applied Linguistics. For this requirement, students study an original topic, prepare a formal written paper of at least thirty pages, and make an oral presentation at a Linguistics Department colloquium. The paper must be read and approved by three faculty members. A grade of no credit (NC) will be used until the research is completed; may be repeated 3 times.

Prerequisites: All other required courses for the M.A. degree in Applied Linguistics; departmental approval.

MATHEMATICS

Chairperson: Dr. Kenneth C. Wolff

Graduate Coordinator: Dr. Helen M. Roberts

The Department of Mathematical Sciences offers an MS in Mathematics with four different concentrations and an MS in Statistics. The Statistics degree will be discussed under Statistics. In addition, the department contributes to the Ed.D. in Pedagogy by offering the specialization in Mathematics Education. The Mathematics Education specialization is described under Pedagogy (Ed.D.).

The Master of Science degree in Mathematics is offered with concentrations in computer science, mathematics education, pure and applied mathematics, or statistics. Concentrations consist primarily of taking four to six courses in the area of the concentration. The master's degree in mathematics with a computer science concentration differs from the MS degrees in Computer Science, as does the master's degree with a statistics concentration differ from the MS in Statistics. The MS in Computer Science is discussed under Computer Science and the MS in Statistics is discussed under Statistics. The Mathematics degrees are discussed below. The MS degrees in Mathematics with concentrations in computer science, pure and applied mathematics, and statistics provide students with the advanced material needed for positions of leadership in business, industry and government as well as for teaching at the high school and community college level. The concentration in mathematics education will upgrade the skills of teachers and offers a special combination of courses in mathematics, mathematics education and the use of technology in mathematics education. This degree does not lead to certification. All the concentrations prepare students to pursue doctoral degrees.

At present, 19 full-time faculty members are teaching graduate courses in pure and applied mathematics, mathematics education or statistics. Our curriculum in mathematics has extensively integrated modern methods of computing. The special interests of the faculty include algebra, analysis, applied statistics, chaos theory, combinatorics, dynamical systems, game theory, graph theory, logic, mathematical modeling, mathematics/computer science education, methods and techniques of teaching mathematics, modeling in the biological, chemical and physical sciences, operations research, problem solving, representation theory, statistical computing and graphics, voting theory, and the use of technology in education. Our faculty in mathematics education are known throughout the United States.

Computer facilities comprise access to a VAX cluster, several stand-alone VAX microcomputers and a Sun Local Area Network. The Sun Local Area Network of workstations and servers consists of an Enterprise 450, SparcServer 1000, Ultra 30, Ultra 10's, Sparc 20's, and Sparc 5's. The VAX cluster which consists of DEC VAX 7620, 6610, 7620, 6310, 3500, 4000, 3500 microVAX II with four LSI/11 micros connected to it, and two ALPHA 2100. These VAX's may be accessed from the VAX laboratory that contains a variety of DEC terminals or via the MSUnet from numerous remote sites. Outside dial-ups to MSUnet are available. Software packages available through the VAX system include: ADA, Basic, C, C++, COBOL, FORTRAN, GPSS, Ingress, Lisp, Macro, MAPLE, Minitab, Pascal, Pl/1, Prolog, SAS, SAS graphics, SPSSX, and SPSS graphics. The network of SUN Microsystems' file servers, computer servers and individual workstations operates under UNIX. Software packages and programming languages

available on the SUN network include Maple, MATLAB, Iris Explorer, Rational Rose, SAS, S plus, Ingres, mSQL, JavaStudio and Java Workshop. Programming languages available include: C, C++, Java, gcc, Ada FORTRAN, Pascal, Lisp, Prolog, Perl, LaTeX, and smalltalk. The Sun network is also connected to MSUnet. Laboratories of Power Macintoshes and Dell Pentium PC's are available throughout the campus for student use and make a wide variety of software such as JMP, MacSpin, Data Desk, Solo, Statisix and Office available for student use.

ADMISSION REQUIREMENTS

1. All students must meet the admissions requirements for graduate study at Montclair State University.
2. An applicant for the Master of Science degree in Mathematics must present an undergraduate mathematics major or at least 30 semester hours in mathematics from an accredited institution. Courses in a related area that have substantial mathematics content may be submitted toward this requirement. Applicants whose undergraduate preparation is deficient in either depth or breadth will be required to complete certain courses which will not carry graduate degree credit.-

A candidate for the Master of Science degree in Mathematics must consult the graduate coordinator of the department before matriculation since the choice of graduate courses must be adjusted to the level of preparation in undergraduate work. All the degree programs in Mathematics are 33 credit programs. The student's work program listing course requirements is prepared in consultation with the graduate coordinator. Up to six semester hours can be taken at the senior (400) level. In order to be awarded a Master of Science degree in Mathematics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematical Sciences. In addition a student must have a passing grade on a comprehensive examination based on the core courses. Students are required to have a 3.0 grade point average and to have completed a minimum of 12 degree bearing credits in order to be eligible to take the comprehensive examination.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN MATHEMATICS

MS Mathematics Computer Science Concentration

	Semester Hours
I. Computer Science Courses	12
Three courses selected from core:	
CMPT: 580, 581, 583, 586	
One additional course selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	

- II. Mathematics Electives 15
 Courses selected from:
 MATH: 520 to 569, 580 to 599, 620 to 669, 680 to 699
 MATH: 420 to 469
 At least 12 semester hours must be at the 500 level. MATH: 425, 426, either 431 or 436 and either 440 or 443 must be taken if equivalent courses have not been taken previously.
- III. Free Electives 6
- IV. A comprehensive examination in Computer Science and a subspecialty selected from Algebra, Analysis or Statistics. The subspecialty dictates the choice of some of the Mathematics Electives.

**MS Mathematics
 Mathematics Education Concentration**

- | | Semester
Hours |
|--|---------------------------|
| I. Mathematics Education..... | 12 |
| Four courses selected from: | |
| MATH: 510 to 517*, 570 to 579 | |
| with at least one course selected from each of the following three groups: | |
| Group A MATH: 570, 571, 572, 573 | |
| Group B MATH: 515, 574, 575, 579 | |
| Group C MATH: 512, 513, 514*, 516*, 517* | |
| II. Mathematics and/or Computer Science Electives | 15 |
| Five courses selected from: | |
| Algebra: MATH: 431, 531, 532, 535, 536 | |
| Analysis: MATH: 425, 426, 521, 522, 525, 526 | |
| Applied Mathematics Continuous: | |
| MATH: 420, 560*, 564, 566, 568 | |
| Applied Mathematics Discrete: MATH: 569, 580, 581, 584 | |
| Computer Science: CMPT: 570 to 599, 670 to 699, | |
| MATH: 514*, 516*, 517*, 560* | |
| Geometry: MATH: 428, 450, 551, 554, 555 | |
| Statistics: MATH: 440, 441, 443, 540 to 549, 640 to 649 | |
| Courses must be taken in at least 3 of these 7 areas. At least 9 semester hours must be at the 500 level. MATH: 425 and 431 must be elected if equivalent courses have not been taken previously. | |
| III. Free Electives | 6 |
| IV. A comprehensive examination in Mathematics Education (based on courses in Groups A and B above) and a subspecialty selected from Algebra, Analysis, Computer Science or Statistics. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives. | |

*MATH: 514, 516, 517 and 560 even though listed in two areas may only count for credit in one of the two areas.

MS Mathematics
Pure and Applied Mathematics Concentration

	Semester Hours
I. Pure Mathematics	12
Algebra: MATH: 531-532 or MATH: 535-536	
Analysis: MATH: 521-522 or MATH: 525-526	
II. Applied Mathematics	6
Two courses selected from:	
MATH: 560, 564, 580, 581, 584	
III. Mathematics and/or Computer Science Electives	15
In addition to any of the remaining courses listed above, any of the mathematics courses numbered 520 to 569, 580 to 599, 620 to 669, 680 to 699, including but not limited to: MATH: 540, 541, 548, 566, 568, 569, may be selected. Alternative electives (e.g. MATH: 420 to 469, CMPT: 570 to 599, 670 to 699) are encouraged with prior written approval of the graduate coordinator.	
MATH: 425-426 must be elected if equivalent courses have not been taken previously.	
IV. A comprehensive examination in Algebra, Analysis and Applied Mathematics.	

MS Mathematics
Statistics Concentration

	Semester Hours
I. Statistics Courses	12
MATH: 541, 542, 544, 548	
II. Mathematics and/or Computer Science Electives	15
Courses selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599, 620 to 669, 680 to 699	
At least 12 semester hours must be at the 500 level. MATH 425, 426 and either MATH 440 or 443 must be taken if equivalent courses have not been taken previously.	
III. Free Electives	6
IV. A comprehensive examination in Statistics and a subspecialty selected from Algebra, Analysis or Computer Science. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives.	

Note: The Ed.D in Pedagogy, Mathematics Education specialization is described under Pedagogy (Ed.D.).

MATHEMATICS

Course Descriptions

Semester Hours

MATH 501 MATHEMATICS FOR COMPUTER SCIENCE I 4

Sets, relations, functions, graphs, trees, propositional calculus, induction and recursion, applications to computer science. May not be used for credit by Mathematics or Computer Science majors.

Prerequisite: Graduate coordinator's permission.

MATH 502 MATHEMATICS FOR COMPUTER SCIENCE II 4

A continuation of MATH 501. Introduction to linear algebra, vectors, matrices, eigen values, introduction to counting rules, probability theory, random variables, Poisson and binomial distribution, applications to computer science. May not be used for credit by Mathematics and Computer Science majors.

Prerequisite: Graduate coordinator's permission.

MATH 503 MATHEMATICS FOR COMPUTER SCIENCE III 3

Differential and integral calculus, infinite series, applications to computer science. May not be used for credit by Mathematics and Computer Science majors .

Prerequisites: Graduate coordinator's permission.

MATH 510, 511 WORKSHOP IN MATHEMATICS 3 each EDUCATION I, II

Specific contemporary topics and current issues in the junior and senior high school.

Prerequisite: Departmental approval.

MATH 512 TECHNOLOGY IN THE MIDDLE SCHOOL 3 MATHEMATICS CURRICULUM

This course is designed to provide experiences in the integration of technology into middle school mathematics classes. The primary emphases will be on the analysis and evaluation of software addressing the middle grades and the use of calculators, including graphing and fraction calculators, as problem-solving tools, to enhance the teaching/ learning process. The course will also include experiences with using spreadsheets, developing simple programming skills, and reading current literature describing exemplary models and practices in the use of technology in the mathematics classroom. May not be taken for credit by Computer Science majors.

Prerequisite: Graduate coordinator's permission.

MATH 513 COMPUTER SCIENCE CONCEPTS FOR 3 HIGH SCHOOL TEACHERS

This course is specifically designed to help high school mathematics teachers prepare to use the microcomputer as a tool in their classrooms. Topics include an introduction to computer literacy, elements of BASIC programming, the evaluation of commercial software, the appropriate use of the software and a survey of relevant professional literature. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

Prerequisite: Graduate coordinator's permission.

MATH 514 ADVANCED PLACEMENT COMPUTER SCIENCE 3
CONCEPTS WITH PASCAL

This course is specifically designed to help senior high school teachers prepare to instruct the AP course in computer science. Topics include the problem solving process, good programming style, the syntax of Pascal, and their applications to computer science. Pascal will be a vehicle for classroom examples and outside class assignments. It will be used to discuss algorithms, data structures, procedures, program design, sorting and searching. Minimal prior knowledge of Basic is assumed. May not be used for credit for Computer Science majors.

Prerequisite: Permission of graduate coordinator.

MATH 520 SET THEORY 3

Historical development, paradoxes, ordered sets, Schroder-Bernstein theorem, axiom of choice, transfinite induction, cardinal and ordinal numbers.

Prerequisite: Graduate coordinator's permission.

MATH 521, 522 REAL VARIABLES I, II 3 each

Real number system, Lebesgue measure and integration, differentiation, Fourier series, LP, metric, normed vector, Banach and Hilbert spaces. The sequences 521, 522 and 525, 526 are usually offered in alternate years.

Prerequisites: MATH 426 and graduate coordinator's permission for 521; MATH 521 for 522.

MATH 525, 526 COMPLEX VARIABLES I, II 3 each

Integration and differentiation in the complex domain, Cauchy's Theorem and integral formula, Laurent expansion, residues, elements of conformal mapping, series and product representations. The sequences 525, 526, and 521, 522 are usually offered in alternate years.

Prerequisites: MATH 426 and graduate coordinator's permission for 525; MATH 525 for 526.

MATH 531, 532 ABSTRACT ALGEBRA I, II 3 each

Basic algebraic structures including groups, rings, fields, modules and lattices. The sequences 531, 532, and 535, 536 are usually offered in alternate years.

Prerequisites: MATH 431 and graduate coordinator's permission for 531; MATH 531 for 532.

MATH 535, 536 LINEAR ALGEBRA I, II 3 each

Vector spaces and linear transformations, including inner products, matrix representations, binary and quadratic forms, eigenvectors, canonical forms, and functions of matrices. The sequences 535, 536, and 531, 532 are usually offered in alternate years.

Prerequisites: MATH 335 and graduate coordinator's permission for 535; MATH 535 for 536.

MATH 537 MATHEMATICAL LOGIC 3

Propositional and predicate calculus, model theory, Godel's completeness theorems and decidability.

Prerequisites: MATH 425 and graduate coordinator's permission.

MATH 540 PROBABILITY**3**

Sample spaces and events, combinatorial analysis, conditional probability and stochastic independence, random variables and probability distributions, expected value and variance, probability generating functions, continuous random variables.

Prerequisites: MATH 340 and graduate coordinator's permission.

MATH 551 TOPOLOGY**3**

Basic point-set topology, topological spaces, homeomorphisms, compactness, connectedness, separation properties, uniformities, metrizability, introductory algebraic topology, homology groups and homotopy.

Prerequisites: MATH 425 and graduate coordinator's permission.

MATH 554 PROJECTIVE GEOMETRY**3**

Projective planes and spaces are studied by synthetic and analytic approaches. Topics covered include the theorems of Desargues and Pappus, harmonic sequences, projectivities, coordinatization, finite planes, and conics.

Prerequisites: MATH 335 and graduate coordinator's permission.

MATH 555 DIFFERENTIAL GEOMETRY**3**

Application of vectors to the study of classical three-dimensional geometry. Topics include: plane and space curves, first and second fundamental forms, lines of curvature, asymptotic lines, geodesics.

Prerequisites: MATH 222 and graduate coordinator's permission.

MATH 560 NUMERICAL ANALYSIS**3**

Error analysis, interpolation and approximation theory, numerical solution of linear and nonlinear equations, numerical differentiation and integration, numerical solution of differential equations.

Prerequisites: MATH 335, and graduate coordinator's permission.

MATH 564 ORDINARY DIFFERENTIAL EQUATIONS**3**

Linear and nonlinear equations, Green's functions, power series solutions, autonomous systems, existence and uniqueness, singularities, Sturm-Liouville systems.

Prerequisites: MATH 335, and 420, and graduate coordinator's permission.

MATH 566 PARTIAL DIFFERENTIAL EQUATIONS**3**

First order equations, separation of variables, series solutions, hyperbolic, parabolic and elliptic equations, characteristics, transform methods.

Prerequisites: MATH 335, and 420, and graduate coordinator's permission.

MATH 568 APPLIED MATHEMATICS: CONTINUOUS**3**

Formulation, manipulation and evaluation of mathematical models of continuous systems. Topics selected from: conservation principles and the classical equations of mathematical physics, applications of the qualitative and quantitative theory of ordinary and partial differential equations, optimization, calculus of variations, stability theory, stochastic models.

Prerequisites: MATH 335, and 340, and 420, and 425 and graduate coordinator's permission.

MATH 569 APPLIED MATHEMATICS: DISCRETE 3

Introduction to the basic ideas of discrete mathematics and its applications. Counting principles, permutations, combinations, algorithms, complexity, graphs, trees, searching and sorting, recurrence relations, generating functions, inclusion-exclusion, the pigeon-hole principle, chromatic number, eulerian chains and paths, hamiltonian chains and paths, flows in network, finite Markov chains.

Prerequisites: MATH 335, and 340, and 425 and departmental approval.

MATH 570 ADMINISTRATION AND SUPERVISION 3
OF MATHEMATICS

Problems of organization, administration and supervision in the mathematics program of the school. Functions, duties and qualifications of the supervisor investigated. Current problems and research findings.

Prerequisite: Permission of graduate coordinator.

MATH 571 CURRICULUM CONSTRUCTION IN 3
MATHEMATICS

Contemporary proposals for the mathematics of grades K through 12. Consideration is given to the problem of implementation of current recommendations. Examination is made of mathematical concepts underlying various programs.

Prerequisite: Permission of graduate coordinator.

MATH 572 TEACHING OF GENERAL MATHEMATICS 3

Mathematics programs for the non-college bound high school student. Investigation of contemporary literature. Basic characteristics and needs of nonacademic students, preparation and use of resource materials, classroom teaching techniques and methods of motivation. Emphasis on development of suitable curricula for nonacademic students.

Prerequisite: Permission of graduate coordinator.

MATH 573 MATHEMATICS MATERIALS FOR THE 3
TEACHER OF MATHEMATICS

Construction, adaptation and effective use of materials to improve the teaching of high school mathematics. Particular attention given to the overhead projector, aids, and models and to material for the mathematics laboratory and club activities.

Prerequisites: Permission of graduate coordinator.

MATH 574 PROBLEM ANALYSIS IN SECONDARY 3
MATHEMATICS

Psychology and techniques of problem-solving. Discovery and heuristic methods. Intuitive and inductive reasoning in the solution of non-routine problems from high school mathematics. Problem formulation and solution.

Prerequisites: MATH 222 and permission of graduate coordinator.

MATH 575 SELECTED TOPICS IN 3
MATHEMATICS EDUCATION

Selection of topics associated with secondary and early college years of mathematics investigated from an advanced point of view. Topics selected to give the teacher a professionalized subject matter viewpoint of such areas as algebra, geometry, number theory, real and complex analysis, probability and history of mathematics.

Prerequisites: MATH 222 and permission of graduate coordinator.

- MATH 576 RESEARCH SEMINAR IN MATHEMATICS EDUCATION** **3**
 Designed for matriculated graduate students in the mathematics education program. Students survey and analyze recent research projects.
Prerequisite: Graduate coordinator's permission.
- MATH 577 MATHEMATICS EDUCATION IN THE ELEMENTARY SCHOOL** **3**
 The contemporary mathematics curriculum of the elementary and middle school. Content: The role of behavioral objectives and learning theory in curriculum development/teacher training. Related research findings.
Prerequisite: Graduate coordinator's permission.
- MATH 578 SPECIAL TOPICS IN MATHEMATICS EDUCATION** **3**
 Topics may be selected from areas such as assessment, cooperative learning, elementary education, fractals, graphing calculators, NCTM Standards, and other special areas of interest to mathematics educators.
Prerequisite: Graduate coordinator's permission.
- MATH 579 APPLIED MATHEMATICS FOR THE SECONDARY SCHOOLS** **3**
 Applications of secondary and undergraduate mathematics and techniques for including these applications in the secondary curricula. Intended for those with more than one year of teaching experience.
Prerequisites: MATH 335, and 340 or equivalent, and graduate coordinator's permission.
- MATH 580 COMBINATORIAL MATHEMATICS** **3**
 Arrangements and selections, binomial coefficients, Stirling numbers, generating functions, recurrence relations, inclusion-exclusion, Polya enumeration formula, combinatorial graph theory, combinatorial geometries.
Prerequisites: MATH 222 and graduate coordinator's permission.
- MATH 581 GRAPH THEORY** **3**
 Graphs, digraphs, and trees. Connectivity, separability, planarity, and colorability. Cliques, independent sets, matchings, flows and tours. Graphs as mathematical models; graph algorithms.
Prerequisites: MATH 222 and 335 and graduate coordinator's permission.
- MATH 584 SELECTED TOPICS IN OPERATIONS RESEARCH** **3**
 An in-depth study of one or at most two topics in operations research, selected from linear programming and game theory, linear and nonlinear programming, queuing theory, inventory theory, simulation models.
Prerequisites: MATH 425 and 440 and graduate coordinator's permission.
- MATH 590 SELECTED TOPICS IN ADVANCED MATHEMATICS** **3**
 An in-depth study of a topic or topics selected from areas such as algebra, analysis, geometry, probability and statistics, and applied mathematics, with special emphasis upon recent developments in the field.
Prerequisite: Graduate coordinator's permission.

Guided study of selected topics in major field of interest.

Prerequisite: Graduate coordinator's permission.

MATH 690 INDEPENDENT STUDY IN MATHEMATICS**3**

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in mathematics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

Prerequisite: Graduate coordinator's permission.

The following courses are offered as part of the specialization in Mathematics Education in the Ed.D. in Pedagogy:

MATH 811 MATHEMATICS EDUCATION LEADERSHIP**3**

Students will gain experience working for systemic change in educational programs and thus become capable of assuming a leadership role for such change. This course is designed to provide a long-term experience with nurturing pedagogy, leadership development, and stewardship of best practices. Candidates will work closely with faculty to develop goals and expectations for specific change in their work settings, where appropriate, then evaluate progress towards these goals. Candidates will conduct fieldwork in this area, including experimental design, implementation, and evaluation of results. The course includes readings, seminars, and portfolio development, as well as presentations from visiting faculty and other leaders in mathematics education.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

MATH 812 MATHEMATICAL MODELING FOR MIDDLE LEVEL AND HIGH SCHOOL GRADES**3**

This course discusses specific topics from discrete mathematics and statistics and explores how those topics can be used to address the changing school curriculum. Emphasis is on model development and communication. Topics such as graph theory, recursion and iteration, game theory, election theory, and fair division will be selected from discrete mathematics. Topics such as probability, the collection, displaying and analysis of data, measures of central tendency and variation, and regression models will be selected from statistics. An example would be the use of graph theory in the study of counting techniques and scheduling problems. Another example would be the use of historical data to examine the relationship between minimum wage and inflation. Technology such as calculators and software will be used as appropriate.

Prerequisite: College level statistics course and matriculation in Ed.D. in Pedagogy.

**MATH 813 GEOMETRY FOR MIDDLE LEVEL AND
HIGH SCHOOL GRADES**

3

This course discusses specific topics from geometry, their impact on the changing geometry curriculum in the schools, their application through technology, and their connection to other areas within and outside mathematics. Examples include dimension, scaling, measurement, and fractal dimension, with their use as unifying themes that can be studied from several different points of view, that make use of current visualization technology, and that can be applied across disciplines. Additional topics may be selected from finite and projective geometries, spherical and other non-Euclidean geometries. The roles these topics play in enhancing mathematical thinking and visualization skills, both in these classroom teachers and, ultimately, in the students whom these teachers teach, are emphasized. Classroom materials, activities, and techniques are discussed and developed and concepts explained and explored through various modes, such as hands-on manipulatives, interactive computer software, and graphing calculators.

Prerequisite: A background in undergraduate geometry comparable to MATH 350 and matriculation in Ed.D. in Pedagogy.

**MATH 814 ALGEBRA AND ANALYSIS FOR MIDDLE LEVEL AND
HIGH SCHOOL GRADES**

3

This course uses topics from algebra and analysis to explore and unify a variety of topics in the changing school curriculum. For example, the topic of linear transformations can be used to motivate the connection between geometric transformations and the related algebra. Topics will be selected to provide students with the tools to approach algebra numerically with middle school students as well as more abstractly with advanced senior high school students. Other topics, such as the Fundamental Theorem of Algebra, complex numbers, sequences, and series will be used to bridge the gap between algebra and topics in analysis. Then topics from analysis will be used to build a firm foundation on the structure of various number systems such as real and complex numbers. Part of the course will be axiomatic and theoretical development in the classical sense. Applications of these theoretical results to the school mathematics curriculum and to other fields of mathematics, such as probability and statistics, and to other academic fields, such as physics, will be explored.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

**MATH 815 CRITICAL THINKING AND COGNITIVE DEVELOPMENT
IN MATHEMATICS**

3

This course focuses on cognitive development and the application of critical thinking and problem solving strategies to the teaching and learning of mathematics. Mathematical models as unifying structures will be examined together with investigations into methods of acquiring mathematical knowledge and the nature of mathematical proof. Contemporary learning theories in mathematics will be surveyed and applied in specific classroom situations.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

MUSIC

Chairperson: Dr. Ruth Rendleman

Graduate Advisor: Dr. Donald Mintz

Graduate study in Music offers four concentrations leading to the degree of Master of Arts: Performance, Theory/Composition, Music Therapy and Music Education. Performance stresses applied music skills; Theory/Composition stresses creativity and the structure of music; Music Therapy stresses the use of music as a therapeutic tool to help children and adults with disabilities; Music Education stresses philosophical and practical approaches to the work of the music specialist in the American public school.

Although certain core courses are required of all graduate students regardless of the concentration, each concentration provides for a measure of individualized course election in accordance with the background, needs and interests of the student.

Registration in applied music and theory is dependent on the placement examination administered by the Department; a student may not register for work in these areas until the examination has been taken and the student is fully matriculated (see below under Admission Requirements).

ADMISSION REQUIREMENTS

In addition to the general admission requirements stated in this bulletin (see Admission to Graduate Study), all students must present an undergraduate major in music (or the equivalent) with at least 40 semester hours of work in theory, music history and private study in a performance medium. Courses in music education may be included as part of this background.

All applicants must demonstrate familiarity with musical vocabulary and literature as well as proficiency in the following: performing primary, sight singing, aural and written theory, score analysis, listening analysis, and basic piano skills (keyboard harmony, sight-reading of chorale literature and simple improvisation). Audition literature in the primary medium must represent significant solo material from a variety of eras, one of which must be contemporary. Applicants majoring in orchestral instruments must also present significant passages from orchestral literature.

Applicants to the Theory/Composition concentration must submit a portfolio of compositions and/or analytical studies for consideration by the theory faculty. Applicants to the Performance concentration must present an undergraduate major in the primary medium (including at least six semesters of study plus a graduation recital) or professional experience satisfactory to the Music Department. Applicants to the Music Education curriculum must present a certificate in the teaching of music. Applicants in Music Therapy must possess a bachelor's degree or the equivalent (to be determined via audition) of a bachelor's in music plus a minimum of three psychology courses (Psychology of the Handicapped, Developmental Psychology, Abnormal Psychology). The music audition will place special emphasis on those skills particularly relevant to music therapy (improvisation, sight-reading, dictation, transposition). An interview with the music therapy faculty will be required in order to evaluate student initiative, the development of a philosophy concerning music as a therapeutic art, and emotional and intellectual stability.

Applied Music

Special regulations and procedures for the study of applied music are available from the Graduate Advisor. Tuition charges for the study of applied music are based on a special fee structure; information is available from the Registrar or the Department of Music.

Applied music may be taken for academic credit only after the student has passed the Department Audition and Placement Examination and is fully matriculated, and may be taken only with MSU faculty. Every course number for private lessons requires authorization from the graduate advisor, the instructor and the department chairperson. This authorization should be obtained by July 1 (for those desiring study in the fall) or by December 1 (for those studying in the spring); the availability of applied music study to students who have not received approval by these dates cannot be assured. Lessons are normally not given in the summer.

No more than 2 semester hours of credit may be awarded for work in a secondary medium. "Music electives" or "electives" in the student's work program will not normally be used for private study, although they may be so assigned in certain instances.

All students studying Applied Music are expected to take jury examinations in each semester of applied music study in which a full recital is not given. The grade for the last semester of the sequence will not be given until all recital requirements are completed.

Graduate students who are taking applied music may be required to perform in ensembles and are encouraged to do so even when not required. Details about such performance may be obtained from the department chairperson, graduate advisor, and/or ensemble conductor. In most cases, credits earned can count toward the degree.

Examinations

All candidates for the degree of Master of Arts in Music in all concentrations except education must pass the Department's Comprehensive Examination, given each year in October and March. Applications for this examination must be made in writing to the Graduate Advisor by October 1 for the October examination and by February 1 for the March examination.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN MUSIC

Note: The 32 semester hours noted for each concentration (39.5 semester hours for Music Therapy) are a minimum. Undergraduate transcripts and audition and placement results may require additional undergraduate work before courses are begun, graduate work in excess of the minimum 32 (39.5) semester hours, or both. Prerequisite undergraduate coursework may be followed by another audition for entrance to graduate study.

Concentration in Performance

- | | | |
|----|--|----|
| I. | Required Courses | 21 |
| A. | Private lessons in a performing medium | 12 |
| B. | Theory sequence MUCP 511, 512 | 6 |
| C. | Seminar in Historical Research, MUHS 604 | 3 |

II.	Electives in Music History or Music Literature	5
III.	Electives in Music	3
IV.	Humanities electives (art history, language, literature, history, philosophy; may be at 400 level)	3
V.	Two recitals	0
	A. Each to include at least 60 minutes of music exclusive of intermissions or pauses.	
	B. One must be public; the other may be public or before a faculty jury. Procedures are available from the Graduate Advisor for Music.	
VI.	Comprehensive examination	0
	(Voice majors and accompanying majors will be given language tests as well. Details are available from the Graduate Advisor.)	

Note: Piano performance majors wishing to emphasize accompanying must make appropriate arrangements with the graduate advisor.

Concentration in Theory/Composition

I.	Required Courses	23
	A. Applied Music, selected with approvals of instructor, Graduate Advisor and Department Chairperson from MUPR 500, 501, 502, or 503	4
	B. Theory sequence MUCP 511, 512	6
	C. Private study in composition (may be either creative or analytical work) MUCP 518, 519	6
	D. Seminar in Historical Research MUHS 604	3
	E. Theory and composition	4
II.	Humanities electives (art history, language, literature, history, philosophy; may be at 400 level)	3
III.	Music electives	5
IV.	Composition and public performance of one of the larger forms for orchestra, vocal ensemble or chamber ensemble	0
V.	Comprehensive examination	0

Concentration in Music Therapy

The concentration in Music Therapy is intended for students who have completed training as music therapists and wish to develop advanced clinical skills. Students will choose one of three specializations: Music Therapy with Mild/Moderately Impaired Youth, Music Therapy with Severely/Profoundly Impaired Youth, or Music Therapy with Adult Psychiatric clients.

I.	Required Courses	21.5
	A. Required Music Therapy/Music Courses	
	MUTH 620 Music Therapy Seminar I: Severely/Profoundly Impaired Youth	
	OR	
	MUTH 622 Music Therapy Seminar I: Mild/Moderately Impaired Youth	
	OR	
	MUTH 624 Music Therapy Seminar I: Adult Psychiatric	4

MUTH 621	Music Therapy Seminar II: Severely/Profoundly Impaired Youth	
OR		
MUTH 623	Music Therapy Seminar II: Mild/Moderately Impaired Youth	
OR		
MUTH 625	Music Therapy Seminar II: Adult Psychiatric	4
MUTH 501	Psychology of Music	3
MUTH 510	Group Music Therapy Experience	1.5
MUCP 511	Theoretical and Aural Skills in Music I	3
MUPR 590	Piano Improvisation	2
MUTH 601	Thesis	4
B.	Required Psychology Courses	6
PSYC 510	Research Methods in Psychology	3
PSYC 561	Developmental Psychology	3
PSYC 580	Personality	3
II.	Electives (9 semester hours)	
	(Select 9 semester hours for specialization in consultation with the graduate music therapy advisor, and according to individual career objectives.)	
PSYC 564	Psychological Aspects of Disabling Conditions	3
PSYC 565	Child and Adolescent Psychopathology	3
PSYC 573	Physiological Psychology	3
PSYC 578	Psychological Tests and Measurements	3
PSYC 582	Behavior Modification	3
PSYC 593	Clinical Interviewing	
OR		
PSYC 670	Introduction to Psychotherapy	3
PSYC 667	Abnormal Psychology	3
CS&D 506	Assessment of Preschool Children with Disabilities I	3
CS&D 509	Implementing Programs for Young Children with Disabilities	3
CS&D 518	Neuromotor Development of the Young Child	3
CS&D 579	Special Education for Students with Disabilities	3
CS&D 580	Nature and Identification of Learning Problems	3
CS&D 582	Basic Instructional Techniques for Students with Learning Problems	3
	(Teacher of the Handicapped section)	
CS&D 583	Language Disorders of Children	3
	(Non-Speech Pathology section)	
CS&D 595	Medical and Physical Bases of Disabilities	3
IV.	Comprehensive examination	0
	<i>Note: Additional specialization music therapy seminars may be elected with permission of advisor.</i>	
	Total minimum semester hours	39.5

Concentration in Music Education, Thesis Track

The thesis track is recommended for students interested in music education research or those who plan to pursue doctoral work in music education. This track provides coursework in music and in music teaching with special emphasis on research skills/application.

I.	Music Core Courses	12-13
A.	Required Courses	
	MUCP 511 Theoretical and Aural Skills in Music I	3
	MUHS 549 Modern Music	3
B.	Elective Courses	6-7
	Any applied (MUPR), theory (MUCP), history (MUHS), or interdisciplinary course in music. No more than 3 semester hours in an ensemble.	
II.	Music Education Courses	12-13
A.	Required Course	
	MUED 603 Seminar in Music Education	3
B.	Elective (MUED)	9-10
	No more than 3 semester hours of workshop credit.	
III.	Related Course	3
	ELRS 503 Methods of Research	3
IV.	Thesis	4
	Minimum semester hours	32

Concentration in Music Education, Non-Thesis Track

The non-thesis track is recommended for students who wish to advance their teaching skills and pedagogical understanding. This track places special emphasis on music teaching practice through coursework based on current trends in the field.

I.	Music Core Courses	12
A.	Required Courses	
	MUCP 511 Theoretical and Aural Skills in Music I	3
	MUHS 549 Modern Music	3
B.	Elective Courses	6
	Any applied (MUPR), theory (MUCP), history (MUHS), or interdisciplinary course in music. No more than 3 semester hours in an ensemble.	
II.	Music Education Courses	15
A.	Required Course	
	MUED 603 Seminar in Music Education	3
	Core Courses	6
	Choose among:	
	MUED 518 Microcomputers in Education	3
	MUED 570 Critical and Creative Thinking in Music	3
	MUED 560 Teaching Music from the World's Cultures	3
B.	Elective (MUED)	6
	No more than 3 semester hours of workshop credit.	

III.	Related Courses	3
	Any course:	
	COUN 559 Dynamics of Group Process	1-3
	ELAD 510 Educational Administration I	3
	ELAD 540 Supervision I.....	3
	CURR 522 Innovations in Teaching	3
	CURR 523 Education in the Inner City	3
	CURR 530 Principles of Curriculum Development	3
	CURR 546 Education for the Gifted and Talented	3
	EDFD 520 Development of Educational Thought.....	3
	EDFD 540 Social Forces and Education	3
	EDFD 545 Political Forces and Education	3
	EDFD 548 Crucial Issues in American Education	3
	PSYC 560 Advanced Educational Psychology	3
	PSYC 563 Theories of Learning	3
	PSYC 564 Psychological Aspects of Disabling Conditions.....	3
	PSYC 565 Child and Adolescent Psychopathology	3
	SOCI 565 Sociology of Youth.....	3
	SOCI 574 Sociology of Ethnic Relations	3
	SOCI 576 The Family as an Institution	3
	SOCI 577 Sociology of Poverty in the United States	3
IV.	Field Project	3
	Comprehensive examination may be taken in lieu of the field project. When choosing this option, the student will need to complete an additional 3 semester hours of course work in areas I-III.	
	Minimum semester hours	33

Certification

While some of the graduate courses listed in this catalog may be applied to certification as a teacher in the New Jersey public schools or as a Board Certified Music Therapist, the bulk of courses required by these certifications are available only at the undergraduate level. Certification is quite separate from a Master of Arts degree. Those interested in the M.A. should contact the Department of Music for an interview with the appropriate advisor prior to beginning the admission process.

MUSIC

Course Descriptions

	Semester Hours
MUCP 511 THEORETICAL AND AURAL SKILLS IN MUSIC I	3
Principles and practice of music construction, aural skills in manipulating pitch and rhythm, and related structural analysis. The total spectrum of music as a base, with specific techniques of pitch and rhythm approached from harmonic and contrapuntal standpoints. Primitive and simple folk idioms, modal counterpoint in two and three parts, diatonic tonal harmony in vocal and instrumental idioms, tonal counterpoint in two parts and free composition.	
<i>Prerequisite: Music majors only.</i>	
MUCP 512 THEORETICAL AND AURAL SKILLS IN MUSIC II	3
Continuation of MUCP 511. Complex non-Western systems, modal and tonal imitative counterpoint in three and four parts, chromatic tonal harmony and expanded resources and techniques of the twentieth century.	
<i>Prerequisite: MUCP 511; Music majors only.</i>	
MUCP 518 PRIVATE STUDY IN COMPOSITION I	3
Advanced work in musical composition in forms and genres determined jointly by teacher and student. Fifteen private lessons per semester. Music fee.	
<i>Prerequisites: Music majors only.</i>	
MUCP 519 PRIVATE STUDY IN COMPOSITION II	3
Continuation of MUCP 518. Music fee.	
<i>Prerequisites: MUCP 518; Music majors only.</i>	
MUCP 520 PRIVATE STUDY IN COMPOSITION III	3
Advanced work in various genres and forms of instrumental and/or vocal music. Music fee.	
<i>Prerequisites: MUCP 519; Music majors only.</i>	
MUCP 521 PRIVATE STUDY IN COMPOSITION IV	3
Advanced work in various genres and forms of instrumental and/or vocal music. Music fee.	
<i>Prerequisites: MUCP 520; Music majors only.</i>	
MUCP 525 KEYBOARD HARMONY FOR PIANO MAJORS I	1
Skills pianists will need as professional performers, therapists, and educators. Harmonization, transposition, improvisation, realization of figured bass, reduction of open scores, and sightreading.	
<i>Prerequisite: Music majors only.</i>	
MUCP 526 KEYBOARD HARMONY FOR PIANO MAJORS II	1
Continuation of MUCP 525.	
<i>Prerequisite: MUCP 525; Music majors only.</i>	

MUCP 599 INDEPENDENT STUDY IN THEORY/COMPOSITION 1 - 4

Individual work performed in connection with a regularly scheduled course but in greater depth than normally required by that course.

Prerequisite: Department approval.

MUCP 600 INDEPENDENT STUDY IN THEORY/COMPOSITION 1 - 4

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for the semester in which the work will be completed.

Prerequisite: Departmental approval.

MUED 500 WORKSHOP IN MUSIC EDUCATION 1 - 3

Changing conditions in the schools and new methods and materials for in-service and pre-service teachers. Lectures, demonstrations. Literature and materials selected according to workshop focus.

Prerequisite: Departmental approval.

MUED 501 PSYCHOLOGY OF MUSIC 3

Psychological foundations of music, including cognition perception, emotional meaning; musical development and learning; testing for musical ability; research methodology. Cross listed with Music, MUTH 501.

Prerequisite: Departmental approval.

MUED 510 SELECTED TOPICS IN MUSIC EDUCATION 1-3

This course provides a forum for in-depth examination of a selected topic in classroom music teaching.

Prerequisite: Departmental approval.

MUED 518 MICROCOMPUTERS IN MUSIC EDUCATION 3

A profile of a microcomputer music system, a history of microcomputer applications to music, a review of pre-college, collegiate, and professional music software, the basics of music programming, a review of MIDI applications and MIDI keyboards, the use of interactive video discs in music, and the future of computer applications to music.

MUED 520 GENERAL MUSIC IN SECONDARY SCHOOL 3

Examination and practicum of methods, materials and philosophies of non-performance courses in the junior and senior high school.

MUED 521 CREATIVE MOVEMENT AND DANCE 3
EXPERIENCES FOR CHILDREN

Investigating the principles of movement in relationship to the principles of music as a format for designing dance and movement experiences which enhance the music learning process. A focus on strategies appropriate for the elementary music classroom. Active participation. Field component. Midterm/final project.

MUED 522 PEDAGOGY OF THE PIANO 2

Principles, materials, and techniques for teaching piano to individuals or groups, in school or studio situation.

MUED 527 PEDAGOGY OF THE VOICE 2

Principles, materials, and techniques for teaching voice to individuals or groups, in school or studio situation.

MUED 550 MUSIC EDUCATION TECHNIQUES FOR CHILDREN WITH DISABILITIES 3

Special education techniques as applied to music education; teaching music through movement and simple rhythm instruments. Covers all areas of a broad-based education program as it applies to K-12 populations with mild to moderate handicaps.

MUED 560 TEACHING MUSIC FROM THE WORLD'S CULTURES 3

World musics from cultural and pedagogical perspectives. Following a geographic approach, i.e., Asia, Africa, selected musics will serve as a basis for exploring the musical stylistic dimensions, regional influences, cultural influences, and interrelationships with other art forms. Hands-on application to classroom music teaching K-12. May be repeated one time for a total of six credits.

MUED 570 CRITICAL AND CREATIVE THINKING IN MUSIC 3

Theories of critical and creative thinking with application to the music classroom; developing music strategies that facilitate problem solving and thinking development. Field component.

MUED 578 KODALY SYSTEM IN MUSIC EDUCATION 3

Principles for using Kodaly materials and techniques in teaching music reading and comprehension.

Prerequisite: Departmental approval.

MUED 579 PROBLEMS AND MATERIALS OF INSTRUMENTAL MUSIC 3

Evaluation of teaching experiences; problems of organizing instrumental music in school; literature for orchestra, band and small ensemble at various levels.

MUED 580 PROBLEMS AND MATERIALS OF CHORAL MUSIC 3

Survey of choral repertoire for accompanied and unaccompanied groups, for changing, unchanged and mixed voices. Evaluation materials; building programs. Class constitutes a laboratory chorus.

MUED 581 ORFF WORKSHOP I-CONCEPTS AND SKILLS 1 - 3

Study of basic philosophy of the Orff *Schulwerk* through movement, melodic and rhythmic training, improvisation and the use of relevant instruments and materials.

Prerequisite: Departmental approval.

MUED 599 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4

Regularly listed courses pursued in greater depth, by arrangement with graduate advisor for music prior to registration. May be elected more than once during the program, but only once each semester.

Prerequisite: Departmental approval.

MUED 600 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for the semester in which the work will be completed.

Prerequisite: Departmental approval.

- MUED 603 SEMINAR IN MUSIC EDUCATION 3**
 Philosophies of music education and their application to the classroom. Investigation and application of techniques of research as they apply to music education.
Prerequisite: Majors only.
- MUED 604 SUPERVISION AND ADMINISTRATION OF SCHOOL MUSIC PROGRAMS 3**
 Functions and responsibilities of school music administration based on philosophies of music education, leadership styles and techniques of management and personnel relationships.
- MUED 605 FIELD PROJECT IN MUSIC EDUCATION 3**
 This seminar is designed to help students focus on their area of study and design an appropriate field project. This seminar also entails directed independent study in field projects.
Prerequisites: MUED 603; Music majors only.
- MUED 606 THESIS IN MUSIC EDUCATION 4**
 This seminar is designed to help graduate students focus on their area of study and write a preliminary proposal. This seminar also entails directed independent study in thesis projects.
Prerequisites: MUED 603; Music majors only.
- MUHS 500 SELECTED TOPIC IN MUSIC I 3**
 Study of a specific area. May be taken a second time. 7 week course.
- MUHS 501 SELECTED TOPIC IN MUSIC II 3**
 Study of a specific area. May be taken a second time. 7 week course.
- MUHS 502 SELECTED PROBLEMS IN MUSIC HISTORY AND ANALYSIS 3**
 A series of projects in music history and analysis involving detailed work on pieces selected with the needs and interests of members of the class in mind. Students will also be expected to master the contents of a standard textbook. For graduate students whose placement tests have indicated that further work in history and analysis is needed prior to undertaking full-fledged graduate work in those areas; others by permission of the instructor. Does not count toward a graduate degree.
- MUHS 505 PERFORMANCE PRACTICE IN THE BAROQUE ERA 3**
 Problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the time of Caccini and Monteverdi through that of J. S. Bach and Handel.
- MUHS 506 PERFORMANCE PRACTICE IN THE CLASSICAL ERA 3**
 Problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the second decade of the eighteenth century through the works of Beethoven.
- MUHS 549 MODERN MUSIC 3**
 Musical styles of the twentieth century: historical sources, major composers, and recent trends.

MUHS 599 INDEPENDENT STUDY IN 1 - 4**MUSIC HISTORY AND LITERATURE**

Course work in one of the regularly listed catalog courses of the department of Music (but not Applied Music) in depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course.

Prerequisite: Departmental approval.

MUHS 600 INDEPENDENT STUDY IN 1 - 4**MUSIC HISTORY AND LITERATURE**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity independent of any course structure. May cover two semesters; student registers for the semester in which the work will be completed.

Prerequisite: Departmental approval.

MUHS 604 SEMINAR IN HISTORICAL RESEARCH 3

Study of music bibliography, research method and critical analysis.

Prerequisite: Music majors only

MUHS 605 SEMINAR IN HISTORICAL AND 3
THEORETICAL STUDIES

Research and discussion of selected topics in the literature of music focusing on stylistic and analytical problems.

Prerequisite: Music majors only

MUHS 606 SEMINAR IN HISTORICAL AND 3
THEORETICAL STUDIES II

Continuation of MUHS 605.

Prerequisites: MUHS 605; Music majors only.

MUPR 500 APPLIED MUSIC I 1

Fifteen half-hour lessons per semester, private instruction. Music fee.

Prerequisite: Departmental approval.

MUPR 501 APPLIED MUSIC II 1

Fifteen half-hour lessons per semester, private instruction. Music fee.

Prerequisite: Departmental approval.

MUPR 502 APPLIED MUSIC III 1

Fifteen half-hour lessons per semester, private instruction. Music fee.

Prerequisite: Departmental approval.

MUPR 503 APPLIED MUSIC IV 1

Fifteen half-hour lessons per semester, private instruction. Music fee.

Prerequisite: Departmental approval.

MUPR 504 APPLIED MUSIC VI 2

Fifteen one-hour lessons per semester, private instruction. Music fee.

Prerequisite: Departmental approval.

MUPR 505 APPLIED MUSIC VI 2

Fifteen one-hour lessons per semester, private instruction. Music fee.

Prerequisite: Departmental approval.

- MUPR 506 APPLIED MUSIC VII** 2
Fifteen one-hour lessons per semester, private instruction. Music fee.
Prerequisite: Departmental approval.
- MUPR 507 APPLIED MUSIC VIII** 2
Fifteen one-hour lessons per semester, private instruction. Music fee.
Prerequisite: Departmental approval.
- MUPR 508 APPLIED MUSIC IX** 3
Fifteen one-hour lessons per semester, private instruction. Music fee.
Prerequisite: Departmental approval.
- MUPR 509 APPLIED MUSIC X** 3
Fifteen one-hour lessons per semester, private instruction. Music fee.
Prerequisite: Departmental approval.
- MUPR 510 APPLIED MUSIC XI** 3
Fifteen one-hour lessons per semester, private instruction. Music fee.
Prerequisite: Departmental approval.
- MUPR 511 APPLIED MUSIC XII** 3
Fifteen one-hour lessons per semester, private instruction. Music fee.
Prerequisite: Departmental approval.
- MUPR 512 APPLIED MUSIC XIII** 4
Fifteen one-hour lessons per semester, private instruction. Music fee.
Prerequisite: Departmental approval.
- MUPR 513 APPLIED MUSIC XIV** 4
Fifteen one-hour lessons per semester, private instruction. Music fee.
Prerequisite: Departmental approval.
- MUPR 514 APPLIED MUSIC XV** 4
Fifteen one-hour lessons per semester, private instruction. Music fee.
Prerequisite: Departmental approval.
- MUPR 515 APPLIED MUSIC XVI** 6
Fifteen one-hour lessons per semester, private instruction. Music fee.
Prerequisite: Departmental approval.
- MUPR 516 APPLIED MUSIC XVII** 6
Fifteen one-hour lessons per semester, private instruction. Music fee.
Prerequisite: Departmental approval.
- MUPR 529 CHORAL CONDUCTING** 2
Problems and techniques of choral rehearsal and performance: tone production, intonation, balance and diction. Accompanied and unaccompanied choral repertoire.
Prerequisite: Departmental approval.
- MUPR 530 ADVANCED CONDUCTING** 3
Baton techniques, clef reading, playing from score at the piano, transposition, score analysis, rehearsal techniques and problems of interpretation and accompaniment by orchestra and band, as well as choral conducting techniques.
Prerequisite: Departmental approval.

MUPR 531 ENSEMBLE: CHORUS 1 - 4

Rehearsal and performance in conventional choral media. Admission by audition only. May repeat.

MUPR 533 ENSEMBLE: OPERA WORKSHOP 0 - 2

Rehearsal and performance of operatic repertoire in English or English translation. Admission by audition only. Auditions held in the semester prior to the one in which the workshop is offered. Open to pianists and singers. May repeat for credit.

MUPR 535 ENSEMBLE: BAND 1 - 4

Rehearsal and performance of band and wind ensemble literature. Admission by audition only. May repeat.

MUPR 537 ENSEMBLE: ORCHESTRA 1 - 4

Rehearsal and performance of orchestral repertoire. Admission by audition only. May be repeated for credit.

MUPR 539 MASTER CLASS IN MUSICAL PERFORMANCE: 2
GERMAN VOCAL LITERATURE

Coaching small groups in refinements of performance, including stylistic interpretation, programming, interpretative analysis, diction, etc. Open through audition to both singers and pianists.

Prerequisite: Music majors only.

MUPR 540 MASTER CLASS IN MUSICAL PERFORMANCE: 2
ITALIAN VOCAL LITERATURE

Similar to MUPR 539, but focusing on Italian repertoire. Open through audition to singers and pianists.

Prerequisite: Music majors only.

MUPR 541 MASTER CLASS IN MUSICAL PERFORMANCE: 2
FRENCH VOCAL LITERATURE

Similar to MUPR 539, but focusing on French repertoire. Open through audition to singers and pianists.

Prerequisite: Music majors only.

MUPR 542 MASTER CLASS IN MUSICAL PERFORMANCE: 2
ENGLISH VOCAL LITERATURE

Similar to MUPR 539, but focusing on English repertoire. Open through audition to singers and pianists.

Prerequisite: Music majors only.

MUPR 543 MASTER CLASS IN MUSICAL PERFORMANCE: 2
WOODWIND LITERATURE

Coaching small groups in solo and small ensemble literature for woodwind instruments. Stress on stylistic interpretation, tone, balance and other refinements of performance. Open through audition. Pianists may register as accompanists, but must audition.

Prerequisite: Music majors only.

- MUPR 544 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
BRASS LITERATURE
 Similar to MUPR 543, but focusing on brass repertoire. Open to pianists and brass players through audition.
Prerequisite: Music majors only.
- MUPR 545 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
STRING LITERATURE
 Similar to MUPR 543, but focusing on string repertoire. Open to pianists and string players through audition.
Prerequisite: Music majors only.
- MUPR 546 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
ORGAN LITERATURE
 Similar to MUPR 543, but focusing on organ repertoire. Open to organists only, through audition.
Prerequisite: Music majors only.
- MUPR 547 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
PIANO LITERATURE
 Similar to MUPR 543, but focusing on piano repertoire. Open to pianists only, through audition.
Prerequisite: Music majors only.
- MUPR 548 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
PERCUSSION LITERATURE
 Similar to MUPR 543, but focusing on percussion repertoire. Open to percussionists through audition.
Prerequisite: Music majors only.
- MUPR 550 CHAMBER ENSEMBLE PERFORMANCE I 1**
 Participation in instrumental or vocal ensembles. Pre-registration may be required. One ensemble per course number. May be repeated for credit.
Prerequisite: Departmental permission.
- MUPR 551 CHAMBER ENSEMBLE PERFORMANCE II 1**
 Participation in instrumental or vocal ensembles. Pre-registration may be required. One ensemble per course number. May be repeated for credit.
Prerequisite: Departmental permission.
- MUPR 552 CHAMBER ENSEMBLE PERFORMANCE III 1**
 Participation in instrumental or vocal ensembles. Pre-registration may be required. One ensemble per course number. May be repeated for credit.
Prerequisite: Departmental permission.
- MUPR 553 CHAMBER ENSEMBLE PERFORMANCE IV 1**
 Participation in instrumental or vocal ensembles. Pre-registration may be required. One ensemble per course number. May be repeated for credit.
Prerequisite: Departmental permission.
- MUPR 590 PIANO IMPROVISATION 2**
 Development of keyboard skills and ear-training for clinical improvisation.
Prerequisite: Departmental approval.

MUPR 599 INDEPENDENT STUDY IN MUSIC PERFORMANCE 1 - 4

Regularly listed course work pursued in great depth, by permission of graduate advisor for music prior to registration. May be elected more than once during the program but only one course per semester.

Prerequisite: Departmental approval.

MUPR 600 INDEPENDENT STUDY IN MUSIC PERFORMANCE 1 - 4

Individual pursuit of a problem of performance or an aspect of musical repertoire, culminating in a performance and appropriate written work. Arranged with the graduate advisor for music and a course advisor appointed by him prior to the independent study semester. May cover two semesters; student registers for the semester in which the work will be completed.

Prerequisite: Departmental approval.

MUTH 501 PSYCHOLOGY OF MUSIC 3

Psychological foundations of music including cognition, perception, emotional meaning, musical development and learning; testing for musical ability; research methodology. Cross listed with Music, MUED 501.

MUTH 502 THE USE OF MUSIC IN SPECIAL EDUCATION 3

Musical development relative to child development. Music activity will be adopted for varying handicapped child populations.

Prerequisite: Departmental approval.

MUTH 510 GROUP MUSIC THERAPY EXPERIENCE 1.5

Use of creative media to express and explore feelings and issues in a supportive and productive environment. Specific content to be determined by members and therapist. Group members may apply what they have experienced to their own client groups. May be repeated for credit.

Prerequisite: Music majors only.

MUTH 520 EXPERIMENTAL RESEARCH IN MUSIC 3

Methods of experimental research in music and music therapy. Knowledge of experimental research techniques assumed. Emphasis is on using these skills to design and execute research projects.

Prerequisite: Music majors only.

MUTH 599 INDEPENDENT STUDY IN MUSIC THERAPY 1 - 3

Regularly listed courses pursued in greater depth, by arrangement with the instructor prior to registration. May be elected more than once during the program, but only one course per semester.

Prerequisites: Departmental approval.

MUTH 600 INDEPENDENT STUDY IN MUSIC THERAPY 1 - 4

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters; student registers for the semester in which the work will be completed.

Prerequisite: Departmental approval.

MUTH 601 THESIS 4

Research and develop a topic of interest. Thesis may be experimental, theoretical, historical, or descriptive research.

Prerequisite: Departmental approval.

MUTH 620 MUSIC THERAPY SEMINAR I: 4

SEVERELY/PROFOUNDLY IMPAIRED YOUTH

Introduction to theoretical and applied skills in use of music therapy with severely/profoundly impaired youth. Developmental framework, applied to review of relevant literature, normal musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with this population, incorporation of special education techniques, music therapy evaluation. Practicum included.

Prerequisite: Music majors only.

MUTH 621 MUSIC THERAPY SEMINAR II: 4

SEVERELY/PROFOUNDLY IMPAIRED YOUTH

Advanced theoretical and applied skills in use of music therapy with severely/profoundly impaired youth. Developmental framework, applied to review of relevant literature, normal musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with this population, incorporation of special education techniques, music therapy evaluation. Practicum included.

Prerequisite: Music majors only.

MUTH 622 MUSIC THERAPY SEMINAR I: 4

MILD/MODERATELY IMPAIRED YOUTH

Introduction to combination of theoretical and applied skills in the use of music therapy with mild/moderately impaired youth. Developmental framework, applied to review of relevant literature, on musical development related to social, cognitive, and motor development, developmental assessment, and music therapy goal planning, music therapy activity with mild/moderately impaired populations, incorporation of special education techniques of music therapy evaluation. Practicum included.

Prerequisite: Music majors only.

MUTH 623 MUSIC THERAPY SEMINAR II: 4

MILD/MODERATELY IMPAIRED YOUTH

Advanced theoretical and applied skills in use of music therapy with mild/moderately impaired youth. Developmental framework, applied to review of relevant literature on musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with mild/moderately impaired populations, incorporation of special education techniques, music therapy evaluation. Practicum included.

Prerequisite: Music majors only.

MUTH 624 MUSIC THERAPY SEMINAR I: 4

ADULT PSYCHIATRIC

Introductory theoretical and applied skills in use of music therapy with adult psychiatric clients. Review of relevant literature on adult psychiatric clients with emphasis on rationale for approaches and treatment. Study of group literature. Music therapy sessions with emphasis on observation of behavior. Practicum included.

Prerequisite: Music majors only.

**MUTH 625 MUSIC THERAPY SEMINAR II:
ADULT PSYCHIATRIC**

4

Advanced theoretical and applied skills in the use of music therapy with adult psychiatric clients. Review of relevant literature on adult psychiatric clients with emphasis on rationale for approaches and treatment. Study of group process literature. Music therapy sessions with emphasis on observation. Practicum included.

Prerequisite: Music majors only.

NEW JERSEY SCHOOL OF CONSERVATION

Director: Dr. John J. Kirk

The New Jersey School of Conservation is the Environmental Education Field Campus of Montclair State University and is the largest university-operated environmental center in the world. The School of Conservation is located 57 miles from the main campus on a 240-acre tract located in the center of Stokes State Forest in Sussex County. Administratively, it is part of the College of Science and Mathematics.

The programs at the School of Conservation are designed to provide the students with a greater understanding and appreciation of the role natural areas play as part of a life support system. The resident programs provide environmental field experiences in the humanities, social studies, outdoor pursuits, and the sciences. Each academic year the school provides resident environmental education programs for over 9,000 elementary/secondary school students, and 2,000 teachers from 160 schools. There are also several field courses provided for graduate students. In addition, there are three weekend workshops held each academic year designed to train classroom teachers and youth leaders in environmental education curriculum development and field techniques for programs in environmental education. The workshops are held in October, February, and May. Each workshop carries one semester hour of undergraduate or graduate credit. During the summer, the School offers several ten-day courses at the graduate level for teachers pursuing advanced degrees in environmental education and related fields.

Course Descriptions

	Semester Hours
CNFS 460 PRACTICUM IN ENVIRONMENTAL EDUCATION	3
This course is designed to provide future teachers and supervisors with a background of experience and knowledge which will enable them to organize and conduct environmental education programs. Using an extensive library of environmental education materials, students formulate teaching units, lists of teaching aids, and projects suitable for use in environmental programs. Participating in environmental programs with school children in residence at the School of Conservation furnishes a practical background for environmental education development.	
CNFS 470 INTRODUCTION TO WILDERNESS STEWARDSHIP	2
Intensive two week back country camping course to be held entirely in the field. Provides a basic understanding of how to utilize our natural areas with minimum environmental impact while pursuing outdoor recreational activities. An additional laboratory fee to cover food, lodging, and equipment will be required.	

CNFS 471 FUNDAMENTALS OF WILDERNESS LEADERSHIP 3

Intensive three week back country camping course to be held entirely in the field. Throughout the program, leadership, judgment, conservation, and sound expedition skills and abilities are emphasized and practiced. A lab fee to cover the cost of food, lodging, and equipment will be required.

Prerequisite: CNFS 470.

CNFS 472 TRAINING FOR WILDERNESS LEADERS 5

Intensive five week wilderness camping course to be held entirely in the field. Provides a basic understanding of back country principles and various travel skills and emphasizes leadership, judgment, conservation and sound expedition skills. A lab fee to cover the cost of food, lodging, and equipment will be required.

CNFS 495 WORKSHOP ON UTILIZING NATURAL ENVIRONMENTS 1

To provide classroom teachers in all disciplines with experiences in using the natural environment to supplement classroom experiences. Opportunity for teachers to increase their knowledge of, as well as skills in, the techniques of incorporating the physical, biological, and socio-cultural components of the environment in their curricula will be emphasized through the use of small group lecture sessions held in the natural environment being described. Students are provided with the opportunity of administering and experimenting in each of four such environments out of a choice ranging from 15 to 20 specific subject areas.

CNFS 496 FIELD STUDY IN HUMANITIES AND NATURAL SCIENCE 1

Provides teachers in varied and diversified subject areas with an understanding of how the humanities and sciences may be taught in natural environments for the purpose of developing an environmental sensitivity.

**CNFS 497 FIELD STUDIES IN SOCIAL STUDIES
AND OUTDOOR RECREATION 1**

Provides an understanding of how outdoor pursuits and social studies may be taught using natural environments to develop environmental sensitivity. Does not meet resident requirement.

**CNFS 500 CURRICULUM DEVELOPMENT IN
ENVIRONMENTAL EDUCATION 3**

The historical, philosophical and conceptual aspects of developing a K-12 environmental education curriculum. The focus is on the four major curriculum areas: humanities, social studies, science and outdoor pursuits with proposed activities for the classroom, school grounds, community and natural areas, intended to enhance the students' awareness of environmental problems and their possible solutions

**CNFS 501 OUTDOOR TEACHING SITES FOR
ENVIRONMENTAL EDUCATION 2**

This course will include a working definition of outdoor environmental teaching sites as they relate to current developments in environmental education. Also incorporated, through lecture and discussion, will be pertinent information on the philosophy, design, construction, and use of outdoor environmental teaching sites, with special emphasis on sites which can be developed on land areas adjacent to schools.

Corequisite: CNFS 521.

CNFS 502 AMERICAN HERITAGE SKILLS**2**

This course will focus on the home life style for the American colonies from the 1600's to the 1800's. Various skills such as spinning, working with wool, natural dyeing, candle making, rug making, soap making, quilting and food processing will be demonstrated and students will have the opportunity to develop their proficiency in these areas. The colonial living skills will be integrated into a general overview of the two hundred year time period under consideration, rather than considered as isolated elements. Must be taken concurrently with CNFS 522.

Corequisite: CNFS 522.

CNFS 503 HUMANITIES AND THE ENVIRONMENT**3**

This course will focus on the cycle of man's relationship to nature based on three sequential stages: 1) man in nature, in which archaic religions, myths and legends will be investigated; 2) man versus nature, which will be a consideration of the alienation due to the influence of science and technology; and 3) man and nature, which will consider the new mysticism of today. The course work will include lecture, discussion, seminar and independent study.

CNFS 505 SOCIETY AND THE NATURAL ENVIRONMENT**2**

This course will focus upon interrelationships of a forest ecosystem. Soil, water, plants and animals found in a northeastern hardwood forest will be examined in detail and their relationship to humankind will be discussed and reviewed. CNFS 525 must be taken concurrently.

Corequisite: CNFS 525.

**CNFS 510 ENVIRONMENTAL IMPACT OF RECREATION ON
NATURAL AREAS****2**

Students will examine the impact of recreation on natural areas in four of New Jersey's major ecosystems: upland forest, pine lands, salt marsh and barrier beach. Investigation of recreation records and plans will allow for comparison and contrast of heavily used sites with those which have been relatively undisturbed. Students develop "Recreation Impact Statements". CNFS 511 must be taken concurrently.

Prerequisite: Special fee.

Corequisite: CNFS 511

**CNFS 511 FIELD INVESTIGATION OF ENVIRONMENTAL
IMPACT ON NATURAL AREAS****1**

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course, "Environmental Impact of Recreation on Natural Areas" (CNFS 510), and to provide practical exercises in measuring impact on recreational areas. CNFS 510 must be taken concurrently.

Corequisite: CNFS 510.

CNFS 521 FIELD LABORATORY EXPERIENCE IN OUTDOOR TEACHING SITES FOR ENVIRONMENTAL EDUCATION 1

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course, "Outdoor Teaching Sites for Environmental Education" (CNFS 501), and to provide practical field exercises in developing environmental teaching site strategies. CNFS 501 must be taken concurrently.

Corequisite: CNFS 501

CNFS 522 FIELD LABORATORY EXPERIENCE IN AMERICAN HERITAGE SKILLS 1

The field experiences in this one-credit course are designed to support, supplement and amplify the theoretical foundations communicated in the course, "American Heritage Skills" (CNFS 502), and to provide practical applications of both the content of "American Heritage Skills" and its methodology. CNFS 502 must be taken concurrently.

Corequisite: CNFS 502.

CNFS 525 FIELD LABORATORY EXPERIENCE IN SOCIETY AND THE NATURAL ENVIRONMENT 1

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course "Society and the Natural Environment" (CNFS 505). CNFS 505 must be taken concurrently.

Corequisite: CNFS 505.

CNFS 530 WORKSHOP IN WILDLIFE MANAGEMENT EDUCATION 1

This is a field course designed to provide information about wildlife and environmental topics to be included in a school curriculum. Curriculum supplements include Project WILD and Aquatic WILD offered to the participants.

CNFS 595 CONSERVATION BIOLOGY: THE PRESERVATION OF BIOLOGICAL DIVERSITY 3

This course addresses concerns about the loss of biological diversity and genetic resources through species extinctions. Students will learn about the importance of maintaining biological diversity, the problems involved in monitoring and protecting sensitive and crucial habitat, the impact of human societies on biodiversity, the alternatives to the destruction of habitat/species, the prospects of restoration, and the policies needed to prevent the loss of biological diversity. Students will also learn about population processes that are directly related to species survival. This course is cross listed with BIOL 595.

Prerequisite: One semester of college biology with laboratory.

**CNFS 601 ADVANCED ENVIRONMENTAL EDUCATION
SEMINAR**

2

The seminar is geared toward advanced students who want to examine, in depth, a selected topic related to current developments in environmental education. The seminar will choose a particular issue facing environmental education, develop a method for studying that issue, and produce a publishable work (e.g. curriculum materials or academic paper) related to the topic.

Prerequisites: CNFS 500.

Corequisite: CNFS 621.

**CNFS 609 INDEPENDENT STUDY IN ENVIRONMENTAL
CURRICULUM DEVELOPMENT**

1 - 4

Teachers, who have participated in academic programs at the School of Conservation and wish to deepen their understanding of environmental education activities, may enroll in this independent study. In doing so, participants may develop an environmental education curriculum for a specific grade level, subject discipline, or school district. Credit is dependent on the scope and depth of the program to be developed.

Prerequisite: Departmental approval.

**CNFS 610 ADMINISTRATION AND SUPERVISION OF
ENVIRONMENTAL FIELD STUDY**

2

This course is intended to provide an overview of administrative procedures in organizing and implementing a day or resident program in environmental education. Among the areas to be reviewed are: historical and philosophical perspectives, development of a field curriculum, staff selection and training, financial management, facility design and selection of equipment.

Corequisite: CNFS 620.

**CNFS 620 FIELD LABORATORY EXPERIENCES IN
ADMINISTRATION AND SUPERVISION OF
ENVIRONMENTAL FIELD STUDY**

1

The field experiences in this one-credit graduate course are designed to support and supplement the theoretical foundations communicated in the course, "Administration and Supervision of Environmental Field Study" (CNFS 610) and to provide opportunities to conduct on-site facility evaluation, test teaching equipment, discuss training programs with faculty at other facilities, and review financial management and business procedures used in the variety of centers. CNFS 610 must be taken concurrently.

Corequisite: CNFS 610.

**CNFS 621 FIELD LABORATORY EXPERIENCE
IN ENVIRONMENTAL EDUCATION**

1

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course "Advanced Environmental Education Seminar" (CNFS 601). CNFS 601 must be taken concurrently.

Corequisite: CNFS 601.

PHYSICAL EDUCATION

Chairperson: Prof. Timothy Sullivan

Graduate Advisor: Dr. Ree K. Arnold

The graduate program in Physical Education provides students the opportunity to pursue advanced study in the general field of physical education, and to develop competency in an area of concentration. Concentrations are offered in Teaching and Supervision of Physical Education, Coaching and Sports Administration, and Exercise Sciences. The program is designed to develop and enhance competencies necessary for teaching in school programs, coaching of athletics, conducting individualized exercise programs, administration of physical education and/or athletics, and administration of specialized exercise programs in a non-school setting.

Both theoretical and practical approaches are emphasized throughout the program. In addition to course work in an area of concentration, all students complete a core of required courses including philosophical and sociological foundations of sport and physical education. Analytical skills are developed through a sequence of courses culminating in a research project. A comprehensive examination is required of all degree candidates.

Facilities for research in motor learning, biomechanics, and exercise physiology are provided in the Speidel Human Performance Laboratory. These facilities are available for classwork and independent research by students and faculty.

The Department of Health Professions, Physical Education, Recreation and Leisure Studies is a member of the Panzer School Council and is administered by the College of Education and Human Services. The Master of Arts degree with a major in Physical Education has been offered at Montclair State since 1964.

ADMISSION REQUIREMENTS

All applicants must meet the basic admission requirements for graduate study at Montclair State. Applicants for the concentration in Teaching and Supervision of Physical Education must have a bachelor's degree with a major in Physical Education, or a teaching certificate in Physical Education. For the concentration in Coaching and Sports Administration, a bachelor's degree with evidence of coursework in anatomy and physiology, motor learning, kinesiology, and philosophy/principles of coaching is required. For the concentration in Exercise Sciences, applicants must have a bachelor's degree with evidence of coursework in anatomy and physiology, chemistry, physiology of exercise, and nutrition. Students lacking adequate preparation may be required to take additional coursework at the undergraduate level as a prerequisite to matriculation in the master's program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PHYSICAL EDUCATION

- I. Required Courses 14
- PEMJ 575 Philosophical and Sociological Foundations of Sport and Physical Education 3
- PEMJ 579* Analytic Methods in Physical Education 3
- PEMJ 503 Research Methods in Physical Education 3
- PEMJ 505 Research Seminar in Physical Education 1
- PEMJ 603 Research Project 4
- (Full year course, register in Fall only)
- *Course 579 must be completed before 503 and both 503 and 505 must be completed before 603.
- II. Concentrations 15
- In addition to the required courses above, students must complete 15 semester hours in one of the following concentrations.
- A. Teaching and Supervision of Physical Education*
- PEMJ 556 Advanced Motor Learning 3
- PEMJ 557 Human Motor Development 3
- PEMJ 560 Curriculum in Physical Education 3
- PEMJ 565 Reflective Teaching in Physical Education 3
- PEMJ 577 Supervision in Physical Education 3
- *The supervisory certificate may be obtained with appropriate selection of elective courses.
- B. Coaching and Sports Administration
- PEMJ 508 Administration and Supervision of Athletics and Coaching 3
- PEMJ 554 Orientation to Sports Medicine 3
- PEMJ 555 Biomechanical Analysis of Movement and Sport Skills 3
- PEMJ 556 Advanced Motor Learning 3
- PEMJ 559 Applied Sport Psychology 3
- C. Exercise Sciences
- PEMJ 539 Advanced Exercise Physiology 3
- PEMJ 540 Applied Exercise Physiology 3
- PEMJ 541 Aerobic Exercise: Testing and Programming 3
- PEMJ 542 Applied Cardiac Rehabilitation 3
- PEMJ 543 Anaerobic Exercise: Testing and Programming 3
- III. Free Electives 6
- Any graduate course for which a student meets prerequisites is acceptable. Students with specific goals should confer with the advisor for recommended electives.
- IV. Comprehensive Examination
- All students are required to complete a comprehensive examination during the last year of their study. The examination is given in October and March. Application forms are available in the Office of the Graduate School and must be filed at least six weeks before the examination with the Graduate Advisor in Physical Education. The examination consists of two questions from the concentration area and

one question related to philosophy/sociology of physical education, sport, and fitness. Candidates are limited to three attempts to successfully complete the examination.

SUMMARY

Required Courses	14 s.h.
Concentration	15 s.h.
Free Electives	6 s.h.
	Minimum 35 s.h.

Note: The following PEMJ courses are general electives within the program:

PEMJ	492	Selected Topics in Physical Education
PEMJ	516	Comparative Physical Education
PEMJ	531	Practicum in Physical Education for the Handicapped
PEMJ	535	Advanced Management of Wellness Programs
PEMJ	548	Practicum in Individualized Exercise Programs
PEMJ	550	Survey of Literature and Trends in Physical Education
PEMJ	552	Seminar in Current Problems in Athletics
PEMJ	553	A Neurological Approach to Motor Learning and Performance

A list of suggested electives from other departments is available from the graduate advisor.

PHYSICAL EDUCATION

Course Descriptions

		Semester Hours
PEMJ	503 RESEARCH METHODS IN PHYSICAL EDUCATION	3
An introduction to the theory and methods of historical, descriptive and experimental methods of research in physical education. Topics include the nature of research, interpretation of data and design of research.		
<i>Prerequisite: PEMJ 579.</i>		
PEMJ	505 RESEARCH SEMINAR IN PHYSICAL EDUCATION	1
Provides for the examination of current research topics in physical education, sport, and exercise sciences. Each student will conduct an in-depth review and analysis of literature related to a specific research topic, and develop a formal research proposal.		
<i>Prerequisite: PEMJ 503 and 579.</i>		
PEMJ	508 ADMINISTRATION AND SUPERVISION OF ATHLETICS AND COACHING	3
Underlying principles and desirable practices from the point of view of the administrator and supervisor, and of the person supervised and subjected to administrative policies. Interviewing, observation, conducting conferences and administrative considerations.		
PEMJ	516 COMPARATIVE PHYSICAL EDUCATION	3
A comparative study of physical education to provide insight and greater understanding of programs in other countries. Such factors as the role of physical education, the similarities and differences in teacher preparation and the school curriculum between selected countries will be examined and compared in detail.		

**PEMJ 531 PRACTICUM IN PHYSICAL EDUCATION FOR
THE HANDICAPPED**

3

Practical experience with mentally retarded, emotionally disturbed, physically handicapped or sensory handicapped persons. Requirement is for 120 hours (including conference time).

Prerequisites: PEMJ 557 and instructor's permission.

PEMJ 535 ADVANCED MANAGEMENT OF WELLNESS PROGRAMS

3

An in-depth study of the role and responsibilities of management in wellness programs with an emphasis on programs in physical education, sport, and fitness. Current theories and practices will be examined, including specific techniques for carrying out management tasks and responsibilities.

PEMJ 539 ADVANCED EXERCISE PHYSIOLOGY

3

An advanced course in exercise physiology. Topics include muscular contraction; bioenergetics; energy expenditure; acid-base balance; gas exchange; and the cardiovascular, pulmonary, endocrine, and nervous system responses to acute exercise.

Prerequisite: PEMJ 220 or permission of instructor.

PEMJ 540 APPLIED EXERCISE PHYSIOLOGY

3

An advanced course in applied exercise physiology. Topics include physiological adaptations to chronic exercise, dietary manipulation, pharmacological intervention, and environmental stressors; the underlying mechanisms affecting those physiological adaptations; and the effect of those adaptations on human physical performance. Body composition assessment and interventions to change body composition are also discussed.

Prerequisites: PEMJ 539 or permission of instructor.

PEMJ 541 AEROBIC EXERCISE: TESTING AND PROGRAMMING

3

This course focuses on developing the skills necessary to conduct aerobic fitness testing and to prepare aerobic exercise prescriptions/programs. Topics include aerobic fitness testing protocols, assessment of various physiological variables during exercise testing, and aerobic exercise prescription/programs for healthy and special populations.

Prerequisite: PEMJ 539 or permission of instructor.

PEMJ 542 APPLIED CARDIAC REHABILITATION

3

This course is designed to provide the student with current information regarding the application of scientific and programming principles of cardiac rehabilitation in a variety of settings. Students are also given the opportunity to work with actual cardiac rehabilitation patients in an appropriate hospital setting.

Prerequisites: PEMJ 539 or permission of instructor.

PEMJ 543 ANAEROBIC EXERCISE: TESTING AND PROGRAMMING

3

The course is an advanced course in neuromuscular resistance training and conditioning and flexibility training. Topics include anaerobic and flexibility fitness testing protocols, and anaerobic and flexibility exercise prescriptions/programs for healthy and special populations.

Prerequisite: PEMJ 539 or permission of instructor.

**PEMJ 548 PRACTICUM IN INDIVIDUALIZED
EXERCISE PROGRAMS**

3 - 6

This course provides the student the opportunity for practical experience in the application of individualized exercise prescriptions for asymptomatic and/or symptomatic individuals in a variety of non-school settings.

Prerequisites: Completion of required courses within area of specialization in exercise sciences (12 sh) or permission of instructor.

**PEMJ 550 SURVEY OF LITERATURE AND TRENDS
IN PHYSICAL EDUCATION**

3

Comprehensive survey of books, periodicals and other teaching materials in the field of physical education; outstanding authors and current leaders in physical education are studied.

PEMJ 552 SEMINAR IN CURRENT PROBLEMS IN ATHLETICS

3

The organization, planning and administration of intramural and interscholastic sports programs for men and women. Program development, scheduling, promotion and conduct of the program and personnel selection. Other persistent problems identified by the students will be discussed as will trends in such areas as sports media, coaching and officiating.

**PEMJ 553 A NEUROLOGICAL APPROACH TO
MOTOR LEARNING AND PERFORMANCE**

3

The psychology of motor behavior, a neuropsychological approach; integrating neuropsychological and behavioral information as a beginning toward understanding motor behavior.

PEMJ 554 ORIENTATION IN SPORTS MEDICINE

3

New techniques, materials, modalities and problems related to the prevention and care of athletic injuries; current developments in the field; new conditioning concepts and activities for both the athlete and non-athlete.

Prerequisites: Courses in kinesiology, physiology of exercise and prevention and care of athletic injuries, or permission of instructor.

**PEMJ 555 BIOMECHANICAL ANALYSIS OF
MOVEMENT AND SPORT SKILLS**

3

The examination of internal and external forces that act upon a human body and the effects produced by these forces during the performance of movement and sport skills. Application of techniques for measuring and diagrammatically representing these forces.

PEMJ 556 ADVANCED MOTOR LEARNING

3

An analysis of theory and research related to the processes involved in the learning and performance of motor skills, including information processing, neuropsychological mechanisms of motor control, structure of practice, and factors in memory/retention. Emphasis will be placed on application of principles of motor learning and control to the teaching/coaching of motor skills.

PEMJ 557 HUMAN MOTOR DEVELOPMENT 3

An analysis of theory and research related to the process of human motor development, including prenatal concerns, the interaction of cognitive and motor ability, and the development of fundamental movement patterns. Emphasis will be placed on assessment of motor development and implications for physical education programs.

PEMJ 559 APPLIED SPORT PSYCHOLOGY 3

This course provides an in-depth analysis of the theories and techniques of sport psychology. Student will learn how to apply these skills to the teaching and coaching situations in order to optimize the performance of students and athletes.

PEMJ 560 CURRICULUM IN PHYSICAL EDUCATION 3

This course provides an analysis of current curricular models for physical education programs grades K-12. Strategies for curriculum change are also examined, and students have opportunities to apply theories of curriculum development to actual school settings.

PEMJ 565 REFLECTIVE TEACHING IN PHYSICAL EDUCATION 3

The focus of this course is on reflective practice. In particular, specific strategies for reflection will be presented, and different ways of studying teaching behavior and teaching effectiveness will be explored.

PEMJ 575 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF SPORT AND PHYSICAL EDUCATION 3

The historical development of modern physical education programs. The sociological factors affecting behavior in modern society applied to teaching and coaching situations.

PEMJ 577 SUPERVISION IN PHYSICAL EDUCATION 3

An analysis of theory and research related to supervision in facilitating effective teaching to provide pupils with appropriate learning experiences in Physical Education programs.

Prerequisite: PEMJ 565.

PEMJ 579 ANALYTIC METHODS IN PHYSICAL EDUCATION 3

An introduction to descriptive and inferential statistics, both parametric and nonparametric. Analytic methods will be applied to specific problems in physical education, and microcomputer programs will be used to analyze behavioral data.

PEMJ 580 INDEPENDENT STUDY IN PHYSICAL EDUCATION 1 - 3

An experience in the pursuit of study of topics which may be outside the scope of regular curricular offerings or may be an extension of a course or courses. A student may complete a maximum of three semester hours credit in independent study. Completion and approval of independent study application form required prior to registration.

Prerequisite: Departmental approval.

PEMJ 600 THESIS 3

PEMJ 603 RESEARCH PROJECT 4

Guidance is provided in developing and conducting a research project in physical education. Each student is required to conduct an investigation of a specific problem and to submit a written report of the completed project to the faculty of the department of physical education. Full year course. Register fall only.

Prerequisite: PEMJ 503.

PSYCHOLOGY

Chairperson: Dr. Mark Koppel

Graduate Advisor: Dr. Luis Montesinos

The MA in Psychology with a concentration available in Industrial and Organizational Psychology is described immediately below. For the MA in Educational Psychology and the concentration in Clinical Psychology for Spanish-English Bilinguals, see following pages.

MASTER OF ARTS DEGREE IN PSYCHOLOGY

Program Director: Dr. Roland Siiter

The Master of Arts in Psychology is designed primarily as an intermediate degree. This program prepares the student for advanced studies in many psychological fields such as developmental, experimental, learning, personality and counseling, school, and social psychology.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at MSU.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Psychology Test of the Graduate Record Examination.
3. Approval by the departmental committee.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PSYCHOLOGY

	Semester Hours
I. Required Courses	13
PSYC 510 Research Methods in Psychology	3
PSYC 520 Human Experimental Psychology	4
PSYC 550 Quantitative and Statistical Methods	3
PSYC 578 Psychological Tests and Measurements	3
II. Specialization courses	12
To be selected with the advice and approval of the Graduate Advisor.	
III. Free electives	6
To be selected with the advice and approval of the Graduate Advisor.	
IV. Thesis	
PSYC 600 Thesis	4
V. Comprehensive Examination:	
Successful completion of a written comprehensive examination precedes the oral defense of the thesis.	

Total semester hours: 35

CONCENTRATION IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Program Advisor: Dr. Jennifer Bragger

The Industrial and Organizational Psychology Concentration is designed to prepare persons for work in business and industry as professional specialists in the application of psychological knowledge and techniques in organizations or to prepare persons for continued education in the field of Industrial Organizational Psychology or related fields (Organizational Behavior or Human Resources). The program draws from many areas of psychology especially testing, statistics, experimental design, learning, motivation, and interpersonal relations.

REQUIREMENTS FOR THE INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

	Semester Hours
I. Required Courses	16
PSYC 510 Research Methods in Psychology	3
PSYC 520 Human Experimental Psychology	4
PSYC 550 Quantitative and Statistical Methods	3
PSYC 578 Psychological Tests and Measurements	3
PSYC 658 Seminar in Industrial and Organizational Psychology	3
II. Specialization (Select 3 courses)	9
PSYC 554 Psychology of Business and Industry	3
PSYC 557 Theory and Application in Consumer Psychology	3
PSYC 558 Personnel Psychology	3
PSYC 570 Psychology of Human Factors	3
PSYC 571 Organizational Psychology	3
III. Thesis	4
PSYC 600 Thesis	4
or	
PSYC 611 Internship in Applied Psychology	4
IV. Electives: Psychology	Maximum of 6
PSYC 552 General Social Psychology	3
PSYC 563 Theories of Learning	3
PSYC 568 Psychology of Group Dynamics	3
PSYC 582 Behavior Modification	3
V. Electives: Other Departments	Maximum of 6
To be selected with the approval of the Graduate Advisor.	
VI. Comprehensive Examination	

Total Semester Hours: 38

MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

Graduate Advisor: Dr. Luis Montesinos

The Master of Arts in Educational Psychology aims to increase the student's knowledge of the application of psychological theory to educational practice.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State University. In addition, the applicant must have 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology, and be approved by the departmental committee.

Applicants to the concentration in Clinical Psychology for Spanish-English Bilinguals must submit two additional letters of recommendation for a total of four letters of recommendation.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

	Semester Hours
I. Required Courses	15
PSYC 510 Research Methods in Psychology	3
PSYC 561 Developmental Psychology	3
PSYC 563 Theories of Learning	3
PSYC 578 Psychological Tests and Measurement	3
PSYC 660 Current Topics in Educational Psychology	3
II. Electives: Psychology	15
To be selected with the advice and approval of the Graduate Advisor.	
III. Electives: Other Departments	6
To be selected with the advice and approval of the Graduate Advisor.	
IV. Thesis (Elective)	
V. Comprehensive Examination	
Minimum: 34 semester hours with Thesis option or 36 semester hours without Thesis option. Students who elect the Thesis option will take one less course in each Elective category (II and III).	

CONCENTRATION IN CHILD/ADOLESCENT CLINICAL PSYCHOLOGY

Program Director: Dr. Robert McCormick

REQUIREMENTS FOR THE CONCENTRATION IN CHILD/ADOLESCENT CLINICAL PSYCHOLOGY

	Semester Hours
I. Required Courses	9
PSYC 510 Research Methods in Psychology	3
PSYC 561 Developmental Psychology	3
PSYC 578 Psychological Tests and Measurements	3
II. Required clinical sequence:	18
PSYC 565 Child and Adolescent Psychopathology	3
PSYC 574 Individual Intelligence Testing	3
PSYC 575 Projective Techniques I	3
PSYC 593 Clinical Interviewing	3
PSYC 670 Introduction to Psychotherapy	3
PSYC 680 Externship in Clinical Psychology	3
III. Electives	9
Possible areas of emphasis and relevant courses:	
Learning:	
PSYC 503 Language and Communication	3
PSYC 550 Quantitative and Statistical Methods	3
PSYC 560 Advanced Educational Psychology	3
PSYC 563 Theories of Learning	3
PSYC 573 Behavioral Neuroscience	3
PSYC 582 Behavior Modification	3
PSYC 660 Current Topics in Educational Psychology	3
CS&D 504 Typical and Atypical Development: Birth to Three Years	3
CS&D 505 Typical and Atypical Development: Three to Five Years	3
CS&D 583 Language Disorders of Children	3
CS&D 595 Medical and Physical Bases of Disabilities	3
Child-Developmental:	
PSYC 580 Personality	3
PSYC 685 Psychoanalytic Theory	3
HECO 514 Child in the Family	3
HECO 542 Dynamics of Family Interaction	3
LSLW 554 Conflict Management and Peer Mediation in Schools	3
Clinical:	
PSYC 542 Topics in Human Sexuality	3
PSYC 568 Psychology of Group Dynamics	3
PSYC 576 Projective Techniques II	3
PSYC 645 Sexual Function and Dysfunction	3
PSYC 680 Externship in Clinical Psychology	3

CS&D	580	Nature and Identification of Learning Problems	3
CS&D	581	Evaluation and Planning for Students with Learning Problems	3
COUN	561	Marital and Family Therapy	3
COUN	590	Counseling the Alcoholic and the Substance Abuser	3
COUN	652	Counseling the Family	3
LSLW	555	Family Mediation	3
Social-Personality:			
PSYC	538	Ethnopsychology	3
PSYC	551	Mental Health Issues of Hispanics	3
PSYC	552	General Social Psychology	3
PSYC	553	Urban Psychology	3
LSLW	558	Cross-Cultural Conflict Resolution	3

IV. Thesis (optional)

V. Comprehensive Examination

Total Semester Hours: 36

CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

Program Director: Dr. Robert McCormick

The Clinical Psychology Concentration for Spanish-English Bilingual Psychologists prepares graduates to function in applied mental health settings that have a significant Spanish-speaking clientele.

REQUIREMENTS FOR THE CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

			Semester Hours
I.	Required Courses		12
	PSYC 510	Research Methods in Psychology	3
	PSYC 561	Developmental Psychology	3
	PSYC 578	Psychological Tests and Measurements	3
	PSYC 660	Current Topics in Educational Psychology	3
II.	Specialization		21
	PSYC 551	Mental Health Issues of Hispanics	3
	PSYC 574	Individual Intelligence Testing	3
	PSYC 575	Projective Techniques I	3
	PSYC 593	Clinical Interviewing	3
	PSYC 667	Abnormal Psychology	3
	PSYC 670	Introduction to Psychotherapy	3
	PSYC 680	Externship in Clinical Psychology	3

III.	Elective	3
	ANTH 538 Ethnopsychology	3
	COUN 559 Dynamics of Group Process	3
	COUN 581 Community Resources	3
	COUN 590 Counseling the Alcoholic and the Substance Abuser	3
	HECO 542 Dynamics of Family Interaction	3
	HECO 544 Intercultural Study of Family	3
	PSYC 552 General Social Psychology	3
	PSYC 582 Behavior Modification	3
	PSYC 685 Psychoanalytic Theory	3
	SOCI 574 Sociology of Ethnic Relationships	3
	SOCI 577 Sociology of Poverty in the United States	3
IV.	Comprehensive Examination	

Total Semester Hours: 36

SCHOOL PSYCHOLOGIST CERTIFICATION (N.J. State Certificate)

Program Director: Dr. Ofelia Rodriguez-Srednicki

The School Psychologist Certification Program is designed to meet the need for school psychologists by offering an integrated sequence of courses and supervised school, clinical, and community experiences.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Graduate Record Examination in Psychology.
3. Four letters of recommendation.
4. Approval by the departmental committee. All materials must be received by the Graduate School office by February 15 for the following September.
5. Applicants without an advanced degree should also apply for either the MA in Psychology or MA in Educational Psychology.

REQUIREMENTS FOR THE SCHOOL PSYCHOLOGIST CERTIFICATION PROGRAM

		Semester Hours
I.	Educational Foundations	12
	One multicultural course from the following (3 semester hours):	
	COUN 595 Multicultural Counseling	3
	PSYC 551 Mental Health Issues of Hispanics	3
	SOCI 574 Sociology of Ethnic Relationships	3
	One curriculum/reading course from the following (3 semester hours):	
	CURR 523 Education in the Inner City	3
	CURR 538 Discipline and Group Management in the Classroom	3
	CURR 599 Curricular and Social Dynamics of Schooling	3
	CURR 551 Problem Solving and Critical Inquiry in Curriculum Development	3
	READ 407 Reading: Theory and Process	3
	READ 500 The Nature of Reading	3
	READ 508 Critical Thinking and Literacy	3
	And	
	PSYC 668 Consultation Methods in Psychoeducational Settings	3
	And	
	CS&D 582 Basic Instructional Techniques for Students with Learning Problems	
	OR	
	CS&D 587 Advanced Instructional Techniques for Students with Learning Problems	3
II.	Education of the Handicapped (Select two courses)	6
	CS&D 579 Special Education for Students with Disabilities	3
	PSYC 564 Psychological Aspects of Disabling Conditions	3
	PSYC 565 Child and Adolescent Psychopathology	3
III.	Testing and Clinical Techniques	30-33
	PSYC 510 Research Methods in Psychology	3
	PSYC 550 Quantitative and Statistical Methods	3
	PSYC 574 Individual Intelligence Testing	3
	PSYC 575 Projective Techniques I	3
	PSYC 576 Projective Techniques II	3
	PSYC 578 Psychological Tests and Measurements	3
	PSYC 593 Clinical Interviewing	3
	PSYC 610 Diagnostic Case Studies	3
	PSYC 661 Practicum in School Psychology	3
	PSYC 662 School Psychologist Externship	3
	PSYC 670 Introduction to Psychotherapy*	3
	*Note: Highly recommended course.	
IV.	Personality and Behavioral Development	12
	PSYC 561 Developmental Psychology	3
	PSYC 563 Theories of Learning	3
	PSYC 582 Behavior Modification	3

	PSYC 667	Abnormal Psychology	3
V.	Biological Bases of Behavior (Select one course)		3
	PSYC 573	Behavioral Neuroscience	3
	CS&D 595	Medical and Physical Bases of Disabilities	3

Minimum: 63 semester hours

PSYCHOLOGY

Course Descriptions

		Semester Hours
PSYC 503	LANGUAGE AND COMMUNICATION	3
	Influence of psychology, linguistics and biology on the learning and use of language. Psycholinguistics, language and thought, language disorders, development of communication, dialect differences.	
PSYC 510	RESEARCH METHODS IN PSYCHOLOGY	3
	This course provides the essentials needed to read, understand and critically evaluate research reports. Students will also learn how to carry out the entire research process, starting with identifying the research problem and ending with a thesis or research report. Factorial analysis of variance and the major multiple correlational designs are explained. <i>Prerequisite: Undergraduate laboratory course in experimental psychology.</i>	
PSYC 520	HUMAN EXPERIMENTAL PSYCHOLOGY	4
	Students survey methods and topics in human experimental psychology by conducting, analyzing, and reporting on experiments on topics to be drawn from cognition, memory, language, perception, learning, sensation, and neuropsychology. <i>Prerequisite: PSYC 510.</i>	
PSYC 550	QUANTITATIVE AND STATISTICAL METHODS	3
	This course presents the theory and use of simple and factorial anova, regression, and covariance to analyze representative psychological data. The use of computer packages for analysis is included. <i>Prerequisite: An undergraduate psychology statistics course or equivalent.</i>	
PSYC 551	MENTAL HEALTH ISSUES OF HISPANICS	3
	This course will familiarize the student with the personal, social, cultural and institutional forces that affect the mental health of Hispanics and Hispanic Americans and how these impact on treatment issues. The course will explore the heterogeneity of the Hispanic groups in the United States and how these groups respond in unique ways to the various services offered in community mental health settings.	
PSYC 552	GENERAL SOCIAL PSYCHOLOGY	3
	This course surveys and analyzes the theoretical and empirical literature of modern social psychology. Among topics dealt with are the social psychology of the psychology experiment, attitude development and change, group processes and conflict, role theory, ecological psychology, socialization, organizations and work places, and a number of other themes and issues focused on the individual's relationship to the larger social structure. <i>Prerequisite: Undergraduate work in psychology or sociology.</i>	

PSYC 554 PSYCHOLOGY OF BUSINESS AND INDUSTRY 3

This course combines applied methodologies with content areas in Industrial Organizational Psychology. Emphasis on needs assessment and program evaluation of personnel and organizational behavior functions. Sampling techniques and quasi-experimental designs are applied to training, performance appraisal, employee attitudes, and organizational research activities.

Prerequisite: PSYC 550 or a comparable graduate level course in statistics.

PSYC 558 PERSONNEL PSYCHOLOGY 3

Psychological methods and knowledge are applied to the personnel functions of industry. Provides an understanding of the importance of psychometric properties in personnel selection. Emphasis is on relevant social, economic, and legislative changes which affect employment, including the impact of civil right judicial decisions on personnel functions.

PSYC 560 ADVANCED EDUCATIONAL PSYCHOLOGY 3

A comprehensive treatment of the cognitive and affective characteristics of the learner and the processes of learning and teaching provide the framework for this course. Behavioral, cognitive and information-processing theory are presented and their applicability to instructional strategies and classroom dynamics is discussed. Other areas included are the origins of individual differences including heredity and environment, early childhood education, cultural differences, student motivation, classroom management, measurement and evaluation, exceptional children and other topics.

PSYC 561 DEVELOPMENTAL PSYCHOLOGY 3

Philosophical, conceptual, theoretical and research issues pertinent to human development from prenatal life to adulthood are presented. The core conceptual issues of development, such as the nature-nurture controversy, the continuity-discontinuity issue, and the issue of stability-instability, are discussed, and their relationships to the major theories in developmental psychology are examined.

PSYC 563 THEORIES OF LEARNING 3

The aim of this course is to provide the student with an understanding of modern learning theory, its historical context, theoretical ideas, research, and applications. To this end, the theoretical ideas of the major schools of learning - behaviorism, gestalt, cognitivism, and information-processing - are reviewed.

PSYC 564 PSYCHOLOGICAL ASPECTS OF DISABLING CONDITIONS 3

The purpose of this course is to enhance the students' understanding of the psychological, social and educational implications of disabling conditions in infancy, childhood and adolescence. Topics to be discussed include, but are not limited to, learning disabilities, developmental disabilities, pervasive developmental disorder, emotional/behavioral disorders, chronic illness and ADHD. Issues associated with classification, attitude towards special education, placement and program design and inclusion will be discussed from the psychological perspective. Students will be expected to form and articulate a conceptual framework for understanding and working with children and adolescents with disabilities. Frameworks for working with parents and families will also be included.

PSYC 565 CHILD AND ADOLESCENT PSYCHOPATHOLOGY 3

This course emphasizes the diagnosis of psychological disorders usually first evident in infancy, childhood or adolescence. Topics to be covered include but are not limited to affective disorders, anxiety disorders, conduct disorders, substance abuse, sexuality/gender identity disorders, pervasive developmental disorder and behavioral aspects of developmental disabilities. Students will be expected to understand DSM-IV categories. Each student is expected to be familiar with developmental psychology and personality development. Issues associated with evaluation, classification and diagnosis will be discussed extensively. Guidelines for appropriate interventions will be provided.

Prerequisite: One graduate course in infant and/or child development.

PSYC 568 PSYCHOLOGY OF GROUP DYNAMICS 3

This course presents theories of group dynamics and illustrative application to understand personal, marital, political, industrial and professional life. Personal participation by the student in a group interactive process is required. The course is designed especially to help group leaders understand the complex underlying dynamic forces that influence our behavior in groups.

Prerequisite: Open to all graduate Psychology majors only.

PSYC 570 THE PSYCHOLOGY OF HUMAN FACTORS 3

Psychological techniques will be applied to the problems encountered at the interface between human beings and modern technology. Topics include workplace design, computer systems, transportation systems, people in space, and control and display design.

PSYC 571 ORGANIZATIONAL PSYCHOLOGY 3

This course examines the psychological aspects of organizational behavior. Emphasis on the organization effected by individual psychological processes and behavior. Areas covered include social norms, group and team processes, leadership and power, motivation, job attitudes and satisfaction, and organizational change.

PSYC 573 BEHAVIORAL NEUROSCIENCE 3

The physiological bases of normal and abnormal behavior with emphasis on the anatomy, physiology, and pathology of the human nervous system are discussed. Starting with the nerve cell, the course progresses through the receptors, spinal cord, cortical and subcortical structures, psychosurgery, biofeedback, and other topics.

PSYC 574 INDIVIDUAL INTELLIGENCE TESTING 3

Students learn how to administer, score and interpret individual intelligence tests. Theories of intelligence and the appropriateness of the tests to specific populations are discussed. Students administer and report on the three Wechsler Intelligence Scales and the Stanford-Binet (4th Edition), Development Achievement Scales, Adaptive Behavior Scales, and other cognitive assessment techniques.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology program, the Bilingual Clinical Concentration, or Child/Adolescent Clinical program.

PSYC 575 PROJECTIVE TECHNIQUES I 3

The basic instruments of projective testing, particularly the Bender Visual Motor Gestalt Test, DAP, HTP, TAT, TEMAS, and Sentence Completion Tests are studied. Students will also understand how cultural diversity impacts on assessment. Instruments are reviewed from the standpoints of basic research and the mechanics of administration and scoring.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology program, the Bilingual Clinical Concentration, or Child/Adolescent Clinical program.

PSYC 576 PROJECTIVE TECHNIQUES II 3

This course involves advanced theoretical aspects and practical application of projective tests. Students are required to administer and score tests, and to analyze individual cases, including supervised cases at the University Psychoeducational Center. An introduction to report writing is provided. The major emphasis is on the Rorschach, the Thematic Apperception Test, and projective drawings. Other assessment instruments are also included.

Prerequisites: PSYC 574 and 575, and departmental approval, and approved certification candidacy in the School Psychology program, the Bilingual Clinical Concentration, or Child/Adolescent Clinical program.

PSYC 578 PSYCHOLOGICAL TESTS AND MEASUREMENTS 3

This course surveys the theory, construction and application of psychological tests. Topics include the statistical concepts underlying measurement; reliability and validity; critical analyses of selected intelligence, ability and personality tests; evaluation and interpretation of test data in practical situations; and the role of testing in clinical, educational and remedial settings.

Prerequisites: Departmental approval, and an undergraduate psychology statistics course or equivalent.

PSYC 580 PERSONALITY 3

The objectives of this course are to provide a comprehensive summary of several major contemporary theories of personality including psychoanalytic, humanistic, behavioristic and cognitive approaches; to present the student with a conceptual framework to compare and evaluate each theory; to investigate relevant research; and to consider practical applications of each theory.

Prerequisite: PSYC 561.

PSYC 582 BEHAVIOR MODIFICATION 3

This course reviews applications of conditioning principles to changing human behavior in clinical, educational, occupational and community settings. Selected topics include operant and classical conditioning, social learning theory, token economies, experimental design, cognitive behavior modification, aversive control, cognitive restructuring, biofeedback, and ethical issues in behavior modification. The course is designed to enable students to construct and implement behavior modification programs.

Prerequisites: Departmental approval, and an undergraduate course in learning or the equivalent.

PSYC 593 CLINICAL INTERVIEWING**3**

This course integrates the theory and practice of clinical interviewing. The goals of this course are to facilitate the development of the student's listening, diagnostic, and therapeutic interviewing skills.

Prerequisites: Departmental approval, and 12 graduate credits in psychology or related fields.

PSYC 600 THESIS I**4**

Students attend a one-semester seminar to review the research process, develop individual research proposals under the supervision of faculty, present their proposals to the seminar, implement their proposals after approval by a faculty committee, report their research in a written M.A. thesis, and take an oral examination upon completion of the thesis. Students normally attend the seminar in a semester preceding registration for this course.

Prerequisites: Departmental approval, and permission of thesis advisor.

PSYC 610 DIAGNOSTIC CASE STUDIES**3**

This course provides integration of assessment and diagnostic skills within the context of school psychological services. Theoretical and practical issues of differential diagnosis are reviewed in depth. Communication of findings through written reports and oral feedback to significant parties is stressed. The development of intervention plans, including the individual educational program, are reviewed. Instructional design, consultation techniques, counseling, intervention linked assessment, and functional assessment will be integrated into the course content. In addition to other assignments, students work as supervised members of child study teams at the University Psychoeducational Center.

Prerequisites: PSYC 574, and PSYC 575, and 576, and departmental approval, and approved certification candidacy in the School Psychology Program.

PSYC 611 INTERNSHIP IN APPLIED PSYCHOLOGY**4**

Students attend a one-semester seminar to review the research process, develop individual project proposals for investigation of a problem in an applied setting under the supervision of faculty, present their proposals to the seminar, implement their proposals after approval by a faculty committee, report their completed work in a written report for the M.A. degree, and take an oral examination upon completion of the project. Students normally attend the seminar in a semester preceding registration for this course.

Prerequisites: Departmental approval, and permission of internship advisor.

**PSYC 658 SEMINAR IN INDUSTRIAL AND
ORGANIZATIONAL PSYCHOLOGY****3**

This course covers the most recent advances, issues and problems in Industrial and Organizational Psychology through relevant professional journals, technical literature, legislation and judicial decisions, advanced research techniques, and consulting practice in order to prepare students for continued education or applied practice of their field. Students critique professional journals and review the development of topics in their field.

Prerequisites: Departmental approval, and matriculation in the Industrial and Organizational Psychology concentration, and completion of specialization courses.

PSYC 659 SPECIAL TOPICS SEMINAR IN PSYCHOLOGY 3

This course provides an in-depth view of important theoretical and methodological issues in various areas of psychology. It is designed to permit faculty with particular interests and expertise to provide students with a comprehensive analysis of a selected contemporary issue (or issues) in psychology.

Prerequisites: Departmental approval, and completion of 15 or more credits in one's program.

PSYC 660 CURRENT TOPICS IN EDUCATIONAL PSYCHOLOGY 3

Several important contemporary theoretical, applied and methodological issues in various areas of educational psychology are selected by the class for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.

Prerequisites: PSYC 510 and 561, and graduate Psychology majors only.

PSYC 661 PRACTICUM IN SCHOOL PSYCHOLOGY 3

The student receives supervised experience in assessment, counseling and consultation procedures. The course is designed to increase the student's competence in psychological skills required in school settings.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology Program, and permission of graduate advisor.

PSYC 662 SCHOOL PSYCHOLOGY EXTERNSHIP 3

Students serve as apprentice psychologists in cooperating school districts or agencies. A fully certified school psychologist, employed in the cooperating district, or an appropriate clinician and the college supervisor make periodic visits and conduct a series of seminars to be scheduled on campus.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology Program, and permission of graduate advisor.

PSYC 663 INDEPENDENT STUDY 1 - 3

The student conducts an individual project under the supervision of a professor in the department.

Prerequisite: Departmental approval.

PSYC 667 ABNORMAL PSYCHOLOGY 3

This course focuses on theoretical models and selected research in psychopathology. Topics include contemporary nosology, diagnostic problems, schizophrenia, anxiety and affective disorders, social deviance, somatoform and psychophysiological syndromes, and therapeutic intervention.

Prerequisite: PSYC 561.

PSYC 668 CONSULTATION METHODS IN PSYCHOEDUCATIONAL SETTINGS 3

This course is designed to provide students with theory and practice about the consultation process. The course will identify a collaborative, problem-solving model of consultation in psychoeducational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students will locate consultation cases and function under direct supervision and monitoring. Cross listed with Communications Sciences and Disorders, CS&D 668.

Prerequisite: Departmental approval.

PSYC 670 INTRODUCTION TO PSYCHOTHERAPY 3

This course surveys theories, research and practices in individual and group psychotherapy, and introduces the student to various treatments for emotional maladjustment and behavioral pathology.

Prerequisite: Departmental approval.

PSYC 680 EXTERNSHIP IN CLINICAL PSYCHOLOGY 3

This course is a supervised, two semester, clinical experience designed to provide the skills necessary for professional practice in Mental Health Clinics or other settings where there is a significant Hispanic clientele. On-site supervision will take place under the direction of a fully licensed clinical psychologist (the field-based supervisor) in close cooperation with the Bilingual Clinical Program Director at Montclair State. The student will also meet with a Montclair State faculty supervisor on a weekly basis. At least one of the supervisors will be a bilingual/bicultural individual. A contract will be signed between the student intern, field-based supervisor and the Montclair faculty supervisor before the start of the internship.

Prerequisites: Departmental approval, and matriculated status in the Clinical Psychology for Spanish/English Bilinguals Concentration and permission of the program director.

READING AND EDUCATIONAL MEDIA

Chairperson: Dr. Joy Stone

Graduate Advisors:

Reading: Dr. Maria Schantz

Dr. Joy Stone

Educational Media: Prof. Robert Ruezinsky

The Department of Reading and Educational Media prepares literacy educators to meet present and future literacy demands in a democracy. We realize that the diverse backgrounds of the individuals in public schools today require educators who understand the impact of multicultural backgrounds upon student learning. The department therefore attempts to provide students with experiences which help them to understand the moral and ethical dimensions of teaching and to recognize and respect the perceptions and views of the individual learner.

The advanced programs of study in Educational Media and in Reading, designed to meet state and national professional standards, include research, theory, and best practice. The department offers a master's degree in Reading, as well as advanced certification programs for Reading Specialists, Associate Educational Media Specialists, and Educational Media Specialists.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN READING

ADMISSION REQUIREMENTS

The Master of Arts in Reading, and the Reading Specialist program, is designed to provide literacy educators with experiences and background which will prepare them for educational roles in a variety of institutional and multicultural contexts. The curriculum places emphasis upon reflection and critical thinking about professional practice and the moral and ethical responsibility of literacy educators.

In order to matriculate in this program students must be able to demonstrate appropriate interest and ability in the field of literacy education. Letters of recommendation to support their applications are required, and may be obtained from the school system superintendent, the building principal, or other appropriate individuals. This program provides preparation for careers as:

- Reading specialists and teachers in schools and recreational centers
- Reading diagnosticians and instructors in hospitals and clinics
- Reading consultants in business and industry
- Reading research/development specialists in government agencies
- Workshop leaders for publishing houses.

This program can also provide certification as:

- A New Jersey Reading Teacher
- A New Jersey Reading Specialist

PROGRAM REQUIREMENTS

I.	Basic Professional Education.....	6
	ELRS 503 Methods of Research (required)	3
	An elective (with department approval)	3
II.	Required Courses in Reading	18
	READ 500 The Nature of Reading	3
	READ 502 Administration and Supervision of Reading Programs	3
	READ 511 Case Studies of Reading Difficulties	3
	READ 513 Supervised Clinical Practicum, Part I	3
	READ 514 Supervised Clinical Practicum, Part II	3
	READ 505 Research Seminar in Reading	3
	(written permission required)	
III.	Elective Course in Reading.....	3
	Students must take additional reading electives in order to meet specialization requirements.	
	READ 501 Techniques of Reading Improvement in Secondary Schools	3
	READ 503 Literature for Adolescents	3
	READ 504 Literacy Needs of Adult Learners	3
	READ 506 Reading Resources	3
	READ 507 Understanding Reading Comprehension.....	3
	READ 508 Critical Thinking and Literacy	3
	READ 510 Field Experience in Reading	3
	READ 512 Seminar in Reading Difficulties	3
	READ 600 Workshop in Contemporary Issues in Reading.....	1-3
IV.	Free Electives.....	6
	Any graduate courses offered by the University.	
V.	Additional Department Requirements:	
	A. Supervised clinical experience within the framework of required courses and/or in addition to course work. Arrangements will be made to provide this experience in the Montclair State University Reading Center.	
	B. A written comprehensive examination, supplemented if necessary by an oral examination, or an equivalent comprehensive experience determined by the department.	
	C. A reading portfolio containing representative work and personal contributions in reading will be compiled by the student. This portfolio will be used to assess students' development as they progress through the program.	

Minimum: 33 semester hours

PROGRAM LEADING TO THE READING SPECIALIST CERTIFICATE

Minimum Requirements: Initial teaching certificate, two years of teaching experience and a program of 30 hours of study. See advisor for further information.

REQUIREMENTS FOR EDUCATIONAL MEDIA PROGRAM

The Educational Media program provides instruction for persons preparing to function as directors of school media centers and programs at three levels: district, secondary and elementary. While their role is primarily administrative, there are many occasions when Media Specialists in New Jersey function as teachers of library and research skills. In addition, Media Specialists consult with teachers regarding instructional techniques that utilize media and technology. The curriculum therefore focuses on the role of instructional context and the necessity to recognize the perceptions and views of the individual learner. Theory and practice are combined in the curriculum to afford students opportunities for productive roles in various educational and multicultural contexts.

The advanced program provides certification (endorsement) as a Media Specialist for certified teachers who possess a master's degree in a related educational field. The Associate Educational Media Specialists certificate requires a bachelor's degree and a standard new Jersey teaching certificate.

Potential candidates submit applications to the Graduate School office for review and evaluation. Approved applications will be forwarded to the Department of Reading and Educational Media for review and the scheduling of interviews.

The educational media courses offered below are available as a sequence of study to meet the certification requirements. Students wishing to prepare for one of the two certificates should arrange for a conference with the program advisor.

REQUIREMENTS FOR ASSOCIATE EDUCATIONAL MEDIA SPECIALIST CERTIFICATE

I.	Required Courses	15
	MEDI 401 Fundamentals of Cataloging and Classifying Educational Resources	3
	MEDI 402 Reference and Bibliography for School Resource Centers.....	3
	MEDI 403 Reading Materials for Children and Youth: Selection and Evaluation	3
	MEDI 500 Media, Technology, and Learning in the Curriculum	3
	MEDI 615 Supervised Field Experience for Educational Media Certification (may be waived)	3
II.	Elective Courses	6
	MEDI 520 Production of Materials for Media Technology	3
	MEDI 540 Television Production in Education	3
	MEDI 570 Developing Materials for Computer Technology in Training and Education	3

REQUIREMENTS FOR EDUCATIONAL MEDIA SPECIALIST CERTIFICATE

I.	Required Courses		30
	COUN 559	Dynamics of Group Process	3
	MEDI 401	Fundamentals of Cataloging and Classifying Educational Resources	3
	MEDI 402	Reference and Bibliography for School Resource Centers	3
	MEDI 403	Reading Materials for Children and Youth: Selection and Evaluation	3
	MEDI 500	Media, Technology, and Learning in the Curriculum	3
	MEDI 520	Production of Materials for Media Technology	3
	MEDI 540	Television Production in Education	3
	MEDI 550	Administration and Supervision of Media in Education	3
	MEDI 570	Developing Materials for Computer Technology in Training and Education	3
	MEDI 615	Supervised Field Experience for Educational Media Certification (may be waived)	3
II.	Elective Courses		3
	MEDI 521	Design of Innovative Curriculum Resources	3
	MEDI 541	Television Programming in Education: Independent Study	3
	MEDI 610	Research and Development Seminar in Instructional Technology and Resources	3

READING Course Descriptions

	Semester Hours
READ 500 THE NATURE OF READING	3
The foundations of reading: the nature of the reading process, readiness, beginning instruction, current practices in the teaching of reading in early childhood and elementary education, a reappraisal of the role of reading in a technological society.	
READ 501 TECHNIQUES OF READING IMPROVEMENT IN THE SECONDARY SCHOOL	3
The improvement of nonclinical reading difficulties in the content subjects. For the subject area teacher and the beginning reading specialist. Secondary school reading needs and specific suggestions for guiding the slow, average, and gifted student in a classroom situation.	
READ 502 ADMINISTRATION AND SUPERVISION OF READING PROGRAMS	3
The more complex aspects of organizing and administering reading programs: theory and techniques of leadership, program development, organization of in-service programs, developing a budget, methods of evaluation, etc. Essential background for reading specialists in order to establish or administer a functional school reading program.	

READ 503 LITERATURE FOR ADOLESCENTS 3

Background for the development of recreational reading programs in middle schools and high schools. Literature written for students, as well as literature intended to be read widely by adolescents, criteria for book selection, censorship, role of mass media, minority group identification through books, bibliotherapy, bibliographic tools, and the importance of the librarian.

READ 504 LITERACY NEEDS OF ADULT LEARNERS 3

For instructors of out-of-school youth and adults. Language learning and related psychological factors; methodology and reading instruction; literature and the reading program and innovations in reading instruction.

READ 505 RESEARCH SEMINAR IN READING 3

Problems in the field of reading suggested by the educational events and trends, the members of the class, and the educational movements in New Jersey, the country, and the world. Each student will execute an individual research effort.

Prerequisite: Departmental approval.

READ 506 READING RESOURCES 3

Software, hardware, multi-media and multi-sensory materials available in schools and in adjunct facilities; philosophic, psychological and academic considerations of reading resources. Use and demonstrations of materials.

READ 507 UNDERSTANDING READING COMPREHENSION 3

This course provides an understanding of the processing of visible language, particularly the types found in written texts used in educational settings. The instructor will explore with the participants the affective, cognitive, linguistic, pragmatic, and textual variables pertaining to the formulation of meaning in reading. Student's will create a conceptual framework for the comprehensibility of written materials in terms of the interaction among the reader, the text, and other pragmatic variables.

READ 508 CRITICAL THINKING AND LITERACY 3

This course offers a critical thinking framework for the communication arts with an emphasis on reading comprehension, writing, and discussion. Relevant psychological sociological and philosophical theories will be studied and applied to texts that are representative of diverse genres and cultures and that challenge conventional beliefs.

READ 510 FIELD EXPERIENCE IN READING 3

Agencies and programs dealing with reading. Students observe, participate and report activities of the agencies. For students in long-range research, students with limited teaching experience, and students who need additional field and clinical experience. Independent study.

Prerequisite: Departmental approval.

READ 511 CASE STUDIES OF READING DIFFICULTIES 3

This is a basic course in learning the techniques for diagnosing reading difficulties; for evaluating the most frequently used tests and inventories; the actual testing of a child with reading problems. Group and individual tests, survey and diagnostic tests, and standardized and informal tests; reporting to parents, schools and agencies. The course develops skills in diagnosing reading problems for individuals which will be used by the clinician for treating remedial and corrective students. Additional diagnostic hours arranged.

Prerequisite: READ 500.

READ 513 SUPERVISED CLINICAL PRACTICUM, PART I 3

For advanced students and specialists involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from children in surrounding communities. Additional tutoring hours will be arranged.

Prerequisite: Departmental approval.

READ 514 SUPERVISED CLINICAL PRACTICUM, PART II 3

For advanced students and specialist involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from children in surrounding communities. Additional tutoring hours will be arranged.

Prerequisite: READ 513.

READ 600 WORKSHOP IN CONTEMPORARY ISSUES 1 - 3
IN READING

This workshop course will deal with contemporary issues in reading instruction, basic skills, literature, cultural literacy and critical thinking. Each workshop will be topic-specific. Faculty determine topic selection according to timely public policy issues and philosophical concerns. Collaborative research between workshop faculty and participants will be emphasized. Students may register for no more than six credits.

EDUCATIONAL MEDIA

Course Descriptions

	Semester Hours
MEDI 401 FUNDAMENTALS OF CATALOGING AND CLASSIFYING EDUCATIONAL RESOURCES	3
Covers principles involved in cataloging and classification of print and non-print materials according to established classification schemes. Extensive practice through laboratory experience provided.	
MEDI 402 REFERENCE AND BIBLIOGRAPHY FOR SCHOOL RESOURCE CENTERS	3
An examination and analysis of basic reference materials with emphasis on those most useful in library resource centers. Encyclopedia, dictionaries, geographical and statistical sources as well as bibliographies are included.	
MEDI 403 READING MATERIALS FOR CHILDREN AND YOUTH: SELECTION AND EVALUATION	3
A study and evaluation of library materials provided by the modern school media center to meet the needs of youth. Extensive critical reading of books for children and young adults is required. Principles of book selection are emphasized and experience in the use of selection tools is provided. The point of view relates the library collection to the total school program.	

MEDI 500 MEDIA, TECHNOLOGY, AND LEARNING 3
IN THE CURRICULUM

The organizing and integrating of media in school curricula and other educational programs. Identifying instructional purposes and defining roles for technology and media in learning and teaching. Examining and comparing curriculum designs for their concordance with the procedures of technology in education. Selection and evaluation of materials.

MEDI 520 PRODUCTION OF MATERIALS FOR 3
MEDIA TECHNOLOGY

For developing advanced proficiency in preparing audio, photographic, and graphic materials. Especially for persons charged with materials preparation in media centers. Laboratory instruction.

MEDI 521 DESIGN OF INNOVATIVE 3
CURRICULUM RESOURCES

Emphasis on systems design, software, program development, creative development of media for special learning situations, basic design of programmed instruction and multimedia techniques.

Prerequisite: MEDI 520.

MEDI 540 TELEVISION PRODUCTION IN EDUCATION 3

Combination lecture, laboratory and seminar experiences in television, elements of television set design, functions of floor director, control room operations and basic television directing.

MEDI 541 TELEVISION PROGRAMMING IN EDUCATION: 3
INDEPENDENT STUDY

Combination lecture, laboratory and seminar in programming, conceptual creativity, preplanning, execution of ideas and evaluation of presentations. Selection and design of hardware.

Prerequisite: Departmental approval.

MEDI 550 ADMINISTRATION AND SUPERVISION OF 3
MEDIA IN EDUCATION

Provides training for management of integrated instructional resources programs. Emphasis is on the practical day-to-day problems of control, production, acquisition, utilization, finance, staffing, organization and evaluation for the provision of media and technology in educational enterprises. Additional attention is given to community relationships and special services.

MEDI 570 DEVELOPING MATERIALS FOR COMPUTER 3
TECHNOLOGY IN TRAINING AND EDUCATION

Design, organization and presentation of subject matter in computer based instruction. Emphasizes user-friendly modes. Includes media insertion, storyboarding, flow design, pseudocoding, and pedagogical control. Investigates authoring systems and languages. Does not include programming training.

**MEDI 610 RESEARCH AND DEVELOPMENT SEMINAR IN
INSTRUCTIONAL TECHNOLOGY
AND RESOURCES**

3

A seminar on application of research findings to the design and utilization of instructional media and resources. Emphasis is on the extraction of practical utilization based upon research findings.

**MEDI 615 SUPERVISED FIELD EXPERIENCE FOR
EDUCATIONAL MEDIA CERTIFICATION**

3

Students are assigned work within an educational media center, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the media specialist. A written report on the activity will be approved by the administrator and presented to the university supervisor, who will evaluate the total experience.

SOCIAL SCIENCES

MASTER OF ARTS DEGREE REQUIREMENTS

The Master of Arts program in Social Sciences is designed to accomplish four main objectives:

1. To provide the opportunity for students to acquire advanced knowledge in one of the major areas of the social sciences and history.
2. To acquaint the student with the interrelatedness of these various fields as well as their relationship to other disciplines.
3. To familiarize students with the particular methodologies and specialized problems of his or her field.
4. To provide students with the background to do creative and independent work both during and after their graduate careers.

Specifically, the program offers advanced study in anthropology, economics, and history. Degree candidates do a major portion of their work and prepare for a final comprehensive examination in one of these concentrations. The program also provides flexibility for interdisciplinary study in certain areas and is designed mainly for students who wish to work toward the degree on a part-time basis.

While teachers seeking to keep up-to-date in their fields or preparing for specialized secondary school subjects will constitute an important segment of the graduate student body, degrees in the social sciences and history are increasingly being pursued by (a) individuals seeking to change fields or professions, (b) individuals planning career advancement, and (c) individuals returning to the academic world after a hiatus of some time. A significant number of graduates of the program have pursued doctoral work successfully at major universities. The program's flexibility has also been utilized to enhance careers in business, government, politics, community service agencies, museum work, urban planning, etc. Student constituencies are able to achieve their respective purposes by following one of the tracks or specializations within the program.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. For candidates with weak undergraduate preparation in the field of concentration, prerequisite courses, not for graduate credit, may be required.

ANTHROPOLOGY CONCENTRATION

Graduate Advisor: Dr. Richard Franke

I.	Anthropology Electives	15
	ANTH 510 Ethnology	3
	ANTH 530 Development Anthropology	3
	ANTH 538 Ethnopsychology	3
	ANTH 540 Anthropology of Cities	3
	ANTH 547 Woman: A Cross-Cultural Perspective	3
	ANTH 550 Culture Change	3
	ANTH 555 Anthropology of Institutional Life	3
	ANTH 560 Applied Medical Anthropology	3
	ANTH 570 Prehistoric North America	3
	ANTH 601 Independent Anthropological Research	3
II.	Related Social/Behavioral Science and/or History Electives	9
	(Outside concentration area)	
III.	Free Electives	6
IV.	Reading Seminar and Comprehensive Examination	2
	ANTH 603 Reading Seminar in Anthropology	
	Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600, Thesis (4 semester hours) in lieu of the comprehensive examination.	
	Minimum: 32 semester hours	

400 Level Undergraduate Courses

A maximum of 9 semester hours of 400 level undergraduate courses may be elected with permission of the graduate advisor. Course descriptions may be found in the current undergraduate catalog: e.g.,

ANTH	401	Seminar in Anthropological Theory
ANTH	405	Psychological Anthropology
ANTH	425	Anthropology of Religion
ANTH	440	Medical Anthropology
ANTH	460	Field Methods: Visual Anthropology
ANTH	470	Archaeological Field Methods
ANTH	490	Internship in Anthropology

Note: For information on the Combined Bachelor and Master of Arts in Practical Anthropology, please refer to Practical Anthropology in the catalog index.

ECONOMICS CONCENTRATION

Graduate Advisor: Dr. Harold D. Flint

The Master of Arts in Social Science: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit. Candidates interested in Economics as an area of concentration should contact the graduate advisor or the chairperson of the department for information.

- I. Required for all but undergraduate Economics majors:
 - ECON 501 Economic Analysis 3
- II. Economics Electives 12 - 15
 - ECON 502 Financial Institutions and Monetary Policy 3
 - ECON 503 Economic Problems of the Third World 3
 - ECON 505 Aggregate Economics 3
 - ECON 508 Economics of Public Management 3
 - ECON 510 Urban Economics: Problems and Policies 3
 - ECON 533 Corporations and International Financial Markets 3
 - ECON 541 Foundations of Contemporary Economic Thought 3
 - ECON 542 Economic Fluctuations and Forecasting 3
 - ECON 543 United States and the International Economy 3
 - ECON 544 Government and Business 3
 - ECON 545 Economics of Labor 3
 - ECON 550 Technical Change and International Competition 3
 - ECON 575 Independent Study in Economics 1 - 3
 - ECON 577 Selected Topics in Economics 3
- III. Related Social/Behavioral Science and/or History 6 - 9
- IV. Electives (subject to approval of Graduate Advisor) 6
- V. Reading Seminar and Comprehensive Examinations 2
 - ECON 603 Reading Seminar in Economics
 - Independent study in preparation for written comprehensive.

Minimum: 32 semester hours

HISTORY CONCENTRATION

Graduate Advisor: Dr. Robert E. Cray

			Semester Hours
I.	Required Courses		3
	HIST 501	New Interpretations in History	3
	or		
	HIST 502	History and the New Social Studies	3
II.	History Electives		12 - 15
	HIST 501	New Interpretations in History	3
	HIST 511	Seminar in American Colonial History	3
	HIST 512	The American Revolution, 1763-1787	3
	HIST 513	Problems of the New Nation, 1789-1828	3
	HIST 514	The Crisis of American Nationalism, 1828-1876	3
	HIST 515	Culture and Consciousness: Women in Nineteenth Century America	3
	HIST 517	Age of Franklin D. Roosevelt	3
	HIST 518	Urban History: National Trends in N.J. Cities	3
	HIST 519	America Since 1945	3
	HIST 520	United States Far Eastern Relations	3
	HIST 521	Civil War and Revolution in Chinese History	3
	HIST 522	Revolutionary Russia, 1905-1921	3
	HIST 523	History of Soviet Diplomacy	3
	HIST 525	History of American Labor, 1870-1970	3
	HIST 526	The Industrialization of America, 1865-1900	3
	HIST 527	Industrialization of Europe	3
	HIST 529	Europe of the Dictators, 1919-1939	3
	HIST 532	Modernization in Japanese Cultural History	3
	HIST 533	French Revolution and Napoleon	3
	HIST 534	France of the Republics	3
	HIST 537	Nineteenth Century European Intellectual History	3
	HIST 540	Europe as a World Civilization	3
	HIST 541	Asian Civilization-Comparative Cultural History	3
	HIST 570	Seminar in Non-Western History	3
III.	Related Social/Behavioral Science Electives		6 - 9
IV.	Free Electives		6
V.	Reading Seminar and Comprehensive Examination		2
	HIST 603	Reading Seminar in History	
	Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600 Thesis (4 semester hours) in lieu of the comprehensive examination.		

Minimum: 32 semester hours

SOCIAL SCIENCES

Anthropology Course Descriptions

	Semester Hours
ANTH 510 ETHNOLOGY	3
A graduate introduction to anthropological field research, human evolution, cultural variation, and anthropological approaches to modern world problems.	
ANTH 530 DEVELOPMENT ANTHROPOLOGY	3
A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.	
ANTH 540 ANTHROPOLOGY OF CITIES	3
This course constitutes an examination of urbanism and the process of urbanization from a cross-cultural, comparative perspective. The course is designed to expose the student to the major conceptual models of urban communities, cities, nation states and the world system. We will study the works of scholars who have engaged in debates about these complex sociocultural formations.	
ANTH 550 CULTURE CHANGE	3
Emphasis on the dynamics of cultural change and continuity. Factors and conditions which stimulate and retard culture change are reviewed. Particular attention is given to how the cultural, economic, political, and social interests of major international powers produce change and conflict throughout the developing world.	
ANTH 560 APPLIED MEDICAL ANTHROPOLOGY	3
This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.	
ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH	3
Directed research towards the preparation of a written paper on a topic of theoretical importance in anthropology. A tutorial without formal class meetings. <i>Prerequisite: Departmental approval.</i>	
ANTH 603 READING SEMINAR IN ANTHROPOLOGY	2
Required of all M.A. candidates concentrating in anthropology. Directed independent study in preparation for 3 hour comprehensive examination. <i>Prerequisites: 6 hours in anthropology and departmental approval.</i>	

Economics Course Descriptions

- ECON 501 ECONOMIC ANALYSIS 3**
The resource allocation and distribution of income implications of a market-oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand and the theoretical cost structure of firms.
- ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3**
This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy.
Prerequisites: ECON 501 and 505.
- ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3**
A survey of major economic problems of the Third World, examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between First and Second Worlds with the Third World.
Prerequisite: ECON 501.
- ECON 505 AGGREGATE ECONOMICS 3**
This course develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models, the course examines current research and reviews the economy's recent macroeconomic performance.
- ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**
Application of capital theory in the decision making processes of government and alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific applications of project analysis in the area of physical and human resource management such as water resource management, public health, and education.
Prerequisite: ECON 501.
- ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3**
This course studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and non-market phenomena.
Prerequisite: ECON 501.
- ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3**
Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them.
Prerequisite: ECON 501.

- ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3**
 Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; and the uses and limitations of economic theory.
Prerequisite: ECON 501.
- ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3**
 Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod-Domar model and other modern theories of growth.
Prerequisites: ECON 501 and 505.
- ECON 543 UNITED STATES AND THE INTERNATIONAL ECONOMY 3**
 Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.
Prerequisites: ECON 501 and 505.
- ECON 544 GOVERNMENT AND BUSINESS 3**
 The evolution of government influences on the functioning of the American economy; the causes and consequences of government regulation and control, and the importance of economic analysis in the foundation of public policies.
Prerequisite: ECON 501.
- ECON 545 ECONOMICS OF LABOR 3**
 Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits, and industrial peace.
Prerequisite: ECON 501.
- ECON 550 TECHNICAL CHANGE AND INTERNATIONAL COMPETITION 3**
 This course will discuss the theory of productivity and technical change in the context of the declining performance of U.S. manufacturing. It will focus attention on the nature of international competition and its effects on manufacturing productivity growth in the U.S. Based on the analysis, a tentative set of policy suggestions will be offered for restructuring the U.S. manufacturing sector and strengthening its competitive base.
Prerequisites: ECON 501 or Applied Economics major.
- ECON 575 INDEPENDENT STUDY IN ECONOMICS 1 - 3**
 Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.
Prerequisite: Departmental approval.
- ECON 577 SELECTED TOPICS IN ECONOMICS 3**
 An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.
Prerequisite: ECON 501 and 505.

Required of all Master of Arts degree in Social Science candidates concentrating in Economics, this seminar entails directed independent study in preparation for a 3-hour written comprehensive examination.

History Course Descriptions

HIST 501 NEW INTERPRETATIONS IN HISTORY**3**

Designed to help students keep up to date in the fields of American, European and Non-Western history. Major trends and developments in the study of history in the light of recent representative examples of historical research and interpretation.

HIST 502 HISTORY AND NEW SOCIAL STUDIES**3**

Designed to assist teachers, administrators and supervisors in acquiring a comprehensive view of modern materials, methods and curricula in history and the social sciences.

HIST 511 SEMINAR IN AMERICAN COLONIAL HISTORY**3**

This course will examine the forces and conditions of the colonial period which contributed to the shaping of the characteristics of American political and economic institutions, social practices and ideas, intellectual outlooks, and attitudes.

HIST 512 AMERICAN REVOLUTION, 1763-1787**3**

The causes and course of the American revolution from both British and American viewpoints, including analysis of economic, political, social and intellectual factors.

HIST 513 PROBLEMS-NEW NATION, 1789-1828**3**

The growth of political institutions under the Constitution, the gaining of respect as a new country in the family of nations, the establishment of economic credit, and the rise of American nationalism.

HIST 514 THE CRISIS OF AMERICAN NATIONALISM, 1838-1876**3**

The crisis in American nationalism from Jackson through Reconstruction as the country's constitution, party system, and social structure contended with the disruptive effects of territorial expansion, the factory system, slavery and the new immigration.

HIST 515 CULTURE AND CONSCIOUSNESS:**3****WOMEN IN NINETEENTH CENTURY AMERICA**

This course in the history of American women will focus on major themes in nineteenth century women's culture. It will explore the implications of industrialization and modernization for women, the construction of domestic ideology, the development of feminism, and the centrality of gender in nineteenth century life and culture. The emphasis of the course is antebellum, but will consider the implications of this legacy for post Civil War history. Readings will include contemporary scholarship as well as a selection of representative primary texts by and about nineteenth century American women.

HIST 517 AGE OF FRANKLIN D. ROOSEVELT**3**

An opportunity to study that part of recent American history centering about Franklin Delano Roosevelt. While concentrating on domestic aspects of American life, attention is given also to foreign affairs and their impact on the daily lives of Americans.

HIST 518 URBAN HISTORY: NATIONAL TRENDS IN NEW JERSEY CITIES 3

An advanced survey of the urban dimension in American history and of urban history as a discipline. Late 19th and 20th century national trends are pinpointed within the development of Paterson, Passaic, Jersey City, Newark and their suburbs.

HIST 519 AMERICA SINCE 1945 3

This course studies the transformation of the Roosevelt coalition and its liberal policies since 1945 as they faced the challenge of the cold war abroad, and growing class and racial upheaval at home.

HIST 521 CIVIL WAR AND REVOLUTION IN CHINESE HISTORY, 1911-1949 3

The transformation of China from empire to Peoples Republic. Chinese concepts of revolution and the intellectual, political and social changes which preceded the formation of the Peoples Republic in 1949.

HIST 522 REVOLUTIONARY RUSSIA, 1905-1921 3

The historical forces of the 19th and 20th century Russia which led to the Bolshevik revolution of November, 1917 and to the consolidation of Soviet power by 1921.

HIST 523 HISTORY OF SOVIET DIPLOMACY 3

Changes in the ideological determinants of Soviet diplomacy contrasted with fluctuations in internal and external political and economic policies. Contributions of leading Soviet statesmen to diplomatic history.

HIST 525 HISTORY OF AMERICAN LABOR, 1870-1970 3

Study of the American worker from the period after the Civil War to the present, with concentration on social, political and economic behavior as well as the union movement.

HIST 526 THE INDUSTRIALIZATION OF AMERICA, 1865-1900 3

The causes and nature of the industrialization of the American economy after the Civil War; factors responsible for rapid economic growth; the impact of changing productive techniques on American institutions and human welfare.

HIST 527 INDUSTRIALIZATION OF EUROPE 3

European economic development with major attention to the period since about 1750. Comparing economic growth during the 19th and 20th centuries in Britain, France, Germany, Italy and Russia.

HIST 529 EUROPE OF THE DICTATORS, 1919-1939 3

The political, social, economic and intellectual developments in the major states of Western Europe during the interwar period, with emphasis on varieties of Fascism.

HIST 532 MODERNIZATION IN JAPANESE CULTURAL HISTORY 3

Modernization in East Asia with focus on Japan. Japanese experience in adjusting new world forces of the 19th and 20th centuries considered against the background of her traditional values and institutions. Comparisons with China and Korea.

HIST 533 FRENCH REVOLUTION AND NAPOLEON 3

The background of the French Revolution, its changing course and cast of characters during 1789-99, and the advent to power and imperial regime of Napoleon, 1799-1814.

HIST 537 NINETEENTH CENTURY EUROPEAN INTELLECTUAL HISTORY 3

Romantic, utilitarian, conservative, liberal and early existential streams of thought in 19th century Europe. The impact of these intellectual movements on European society.

HIST 541 ASIAN CIVILIZATION - COMPARATIVE CULTURAL HISTORY 3

Course compares and contrasts central value systems, kinship institutions, social stratification and the exercise of political power in traditional India, China and Japan. These topics are related to differing patterns of nationalism in the 19th and 20th centuries.

HIST 570 SEMINAR IN NON-WESTERN HISTORY 3

Graduate level study in a period problem or theme in non-Western history. Individual seminars will be offered in African history, South Asian history, Latin American history, etc. Please see course schedule for specific offering each semester.

HIST 603 READING SEMINAR IN HISTORY 2

Required for all master's degree candidates concentrating in History, this seminar entails directed independent study in preparation for a three-hour written comprehensive examination. Candidates should register to take the seminar in the semester preceding the examination date. Take the seminar in the fall if the examination is the following March; take the seminar in the spring if the examination is the following October.

SOCIOLOGY

Chairperson: Dr. Jay Livingston

Graduate Advisor: Dr. Janet Ruane

MASTER OF ARTS IN APPLIED SOCIOLOGY

The Master of Arts in Applied Sociology is designed to prepare masters candidates for nonacademic careers in the areas of policy development and research. Graduates may work in the public or private sectors in such fields as family planning, AIDS, homelessness, education, medical sociology, divorce law, and the like. The program will also prepare students for doctoral training in Applied Sociology or related fields such as public health, criminal justice, gerontology, and demography.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. Because the required course in Computer Applications in Applied Sociology carries a prerequisite of at least one undergraduate course in statistics, students without this background may be required to complete a statistics course, not for graduate credit. For candidates with weak undergraduate preparation in the field of concentration, other prerequisite courses, not for graduate credit, may be required.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED SOCIOLOGY

			Semester Hours
I.	Required Courses		21
	SOCI 500	Introduction to Applied Sociology	3
	SOCI 556	Computer Applications in Sociology	3
	SOCI 560	Sociological Theory	3
	SOCI 564	Social Planning and Social Policy	3
	SOCI 568	Social Research Methods I	3
	SOCI 595-598	An Internship in Applied Sociology	3
	SOCI 571	Seminar in Applied Sociological Inquiry	3
II.	Sociology Electives		9-12
	SOCI 559	Sociology of Deviance	3
	SOCI 562	Social Change	3
	SOCI 563	Self and Society	3
	SOCI 565	Sociology of Youth	3
	SOCI 566	The Metropolitan Community	3
	SOCI 567	Power and Social Stratification	3
	SOCI 569	Social Research Methods II	3

SOCI 570	Independent Projects	3
SOCI 572	Selected Problems in Sociology	3
SOCI 574	Sociology of Ethnic Relations	3
SOCI 576	The Family as an Institution	3
SOCI 577	Sociology of Poverty in the U.S.	3
SOCI 578	Community Resources and Aging	3
SOCI 579	Community Resources and Youth	3
SOCI 581	Sociological Perspectives on Health and Medicine	3
SOCI 582	The Sociology of Health Care Systems	3
SOCI 584	The Sociology of the Criminal Justice System	3
SOCI 585	The Sociology of Police	3
SOCI 587	The Sociology of Juvenile Delinquency	3
SOCI 588	Aging Individual in an Aging Society	3
SOCI 589	Social Epidemiology	3
SOCI 590	Sociology of the Life Course	3
SOCI 591	The Sociology of Unequal Development	3
III.	Related Electives (outside Sociology)	3-6

(Selected with approval of graduate advisor)

Minimum: 36 semester hours

Comprehensive Project

A Master's Project, centered on an internship placement, is also required. Each student will choose a field placement in which to work as an applied-sociologist-in-training. During the internship, the student will begin the required Master's Project, an analysis of some aspect or aspects of the field setting. Students will continue work on their Master's Projects in the Seminar in Applied Sociology, where they will receive input and advice from other students and from faculty members.

SOCIOLOGY

Course Descriptions

	Semester Hours
SOCI 500 INTRODUCTION TO APPLIED SOCIOLOGY	3
This course will examine the ways in which sociology is applied in various non-academic settings. Special attention will be given to the impact of sociology upon the policy-making process. The political, ethical and moral dilemmas which confront the applied sociologist will also be explored.	
SOCI 556 COMPUTER APPLICATIONS IN SOCIOLOGY	3
One of the primary uses of computers in sociology is to summarize, describe and analyze data sets using statistical packages. This course provides hands-on experience in computer data analysis of a variety of sociological data sets. Major techniques to be illustrated include cleaning data, constructing scales, and conducting univariate and multivariate analyses.	
<i>Prerequisite: An undergraduate course in statistics.</i>	

SOCI 559 SOCIOLOGY OF DEVIANCE 3

The course will address the practical and political issues of defining, measuring, and responding to social deviance (e.g., mental illness, drug use, etc.). The course will concentrate on the role of formal agencies and institutions that deal with deviance and will examine problems in assessing various policy alternatives (e.g., decriminalization, deinstitutionalization, treatment, etc.).

SOCI 560 SOCIOLOGICAL THEORY 3

The practical and philosophical methods of the major sociological theorists are investigated and evaluated.

SOCI 563 SELF AND SOCIETY 3

The relationships between the human individual and his/her social environment; the formation, maintenance and transformation of self or identity; the structure and processes of small groups; symbolic communication; role theory, cognitive dissonance and inter-group conflict.

SOCI 564 SOCIAL PLANNING AND SOCIAL POLICY 3

The many elements and considerations in planning for a community, a state or a nation. The social context of planning; projective techniques; budgets, master plans, development programs and area proposals. The human, the economic, the ecological. Students will be expected to undertake a social planning project. A basic knowledge of statistics and the use of statistical data is desirable.

SOCI 566 THE METROPOLITAN COMMUNITY 3

The many dimensions of the metropolitan community: human factors, problems an area faces, political difficulties, interaction between the center city and the other parts of the community. Emphasis on New York-New Jersey.

SOCI 567 POWER AND SOCIAL STRATIFICATION 3

This course will analyze the role of class, status and power in industrial society, and consider the relationship between issues of social stratification and social environment.

SOCI 568 SOCIAL RESEARCH METHODS I 3

This course will engage students in the research process from conceptualization to study design, data collection, and analysis. Specific methods covered are surveys, observation, focus groups, and secondary data analysis. Program evaluation and policy relevance will be stressed.

SOCI 569 SOCIAL RESEARCH METHODS II 3

Continuation of Social Research Methods I. The elements of method included are coding techniques, analysis and scientific report writing.

SOCI 570 INDEPENDENT PROJECTS 3

Student investigates a topic of sociological relevance under the guidance of a faculty member.

Prerequisite: Departmental approval.

SOCI 571 SEMINAR IN APPLIED SOCIOLOGICAL INQUIRY 3

Further develops competencies for the critical assessment of sociological literature, as it pertains to the formulation of research strategies for policy analysis and evaluation. Intensive study of a number of readings on applied areas of sociological concern. The Comprehensive Project based on the Internship experience is written up during this course.

SOCI 572 SELECTED PROBLEMS IN SOCIOLOGY 3

The intensive exploration of a general problem in sociology. Participants contribute research into an aspect of the problem. Formed at the initiative of a department member or in response to student's interest with consent of the instructor.

SOCI 574 SOCIOLOGY OF ETHNIC RELATIONSHIPS 3

This course will analyze relationships among ethnic groups, and evaluate the causes, consequences and resolution of ethnic conflict. It will also consider the various policy implications of discrimination in institutional contexts.

SOCI 576 THE FAMILY AS AN INSTITUTION 3

This course will examine the family system in the West from both historical and contemporary perspectives. It will consider the implications of recent research on changing role structure and cultural values regarding marriage, and problems of adaptation in current family systems (e.g., dual-earner marriages, single-parent families, adolescent sexuality, family abuse, divorce and remarriage).

SOCI 577 SOCIOLOGY OF POVERTY IN THE UNITED STATES 3

This course examines major contemporary definitions and ideologies of poverty and public welfare, and considers the extent and patterns of distribution of poverty. Alternative socio-economic explanations of poverty and their implications for policy will be assessed, and problem-solving aspects of program and policy research analyzed.

**SOCI 581 SOCIOLOGICAL PERSPECTIVES ON
HEALTH AND MEDICINE 3**

This course will introduce the student to the interesting and complex relationships that exist between society, health and health care. Class lecture discussions will focus on the connections between social structure, the quality of the physical and social environment and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one's body, the perception of disease and on the construction of medical knowledge.

**SOCI 584 THE SOCIOLOGY OF THE CRIMINAL
JUSTICE SYSTEM 3**

This course examines the criminal justice system (the police, the courts, correctional institutions, probation and parole) and considers its manifest and latent functions. It explores sociologically the ways in which offenders are selected, processed and treated, and offers a view of the system from both occupational and experiential perspectives.

SOCI 587 THE SOCIOLOGY OF JUVENILE DELINQUENCY 3

This course will introduce students to the major sociological theories of juvenile delinquency from both etiological and treatment perspectives. Of particular concern is the relationship between juvenile crime and the larger culture. Topics to be explored include juvenile crime in industrial society; delinquency and the school experience; juvenile crime and adolescent development; the family and delinquency; class, ethnicity, gender, and the juvenile justice system, with an emphasis on treatment programs and facilities.

SOCI 590 SOCIOLOGY OF THE LIFE COURSE 3

This course addresses societal responses to individuals passing through stages of the life cycle: childhood, adolescence, middle age, and later life. It will explore the experience of aging and the social policies and institutions which shape that experience.

SOCI 595 INTERNSHIP IN APPLIED SOCIOLOGY: CRIME AND JUSTICE 3

Students will select an institution dealing with an aspect of crime and justice in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

Prerequisite: Departmental approval.

SOCI 596 INTERNSHIP IN APPLIED SOCIOLOGY: AGING 3

Student will select an institution dealing with an aspect of aging in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

Prerequisite: Departmental approval.

SOCI 597 INTERNSHIP IN APPLIED SOCIOLOGY: HEALTH AND ILLNESS 3

Student will select an institution dealing with an aspect of health and illness in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

Prerequisite: Departmental approval.

SOCI 598 INTERNSHIP IN APPLIED SOCIOLOGY: SOCIAL RESEARCH AND POLICY 3

Student will select an institution dealing with an aspect of social research and policy in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

Prerequisite: Departmental approval.

SPANISH

Chairperson: Dr. JoAnne Engelbert

Graduate Advisor: Dr. John Hwang

The MA program in Spanish offers students a wide array of courses in Spanish and Spanish American literature as well as in advanced studies of the Spanish language and literary theory. The program prepares students for careers in research and teaching and provides a cultural and linguistic base from which students can explore career options in interpreting, translating, diplomatic service, editorial work, social services, commerce and business. The Master of Arts degree also opens opportunities for students to pursue doctoral programs at major institutions.

ADMISSION REQUIREMENTS

The Master of Arts program in Spanish is open to students who hold a bachelor's degree with an undergraduate major in Spanish or who have completed 24 semester hours of Spanish on the undergraduate level or the equivalent. Students must take the Graduate Record Examination aptitude test prior to acceptance into the program.

Students who hold a bachelor's degree or its equivalent may enroll in graduate courses without obligation to follow a master's degree program, if they have 24 semester hours or the equivalent in Spanish.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPANISH

	Semester Hours
I. Required Course	3
Either	
SPAN 504 Introduction to Literary Theory	
or	
SPAN 505 History of the Spanish Language	
II. Peninsular Area	12
One course from each of 4 designated areas	
III. Spanish American Area	12
One course from each of 4 designated areas	
IV. Electives	9
A minimum of three additional courses from the departmental offerings.	

V. Comprehensive Examination or Thesis

The candidate for the MA degree will apply to the graduate advisor for the comprehensive examination one semester prior to the desired examination date. If option is to write a thesis, student will take SPAN 603 *Research Seminar and Thesis Writing* as one of the elective courses and follow the steps outlined in *Procedures and Guidelines for the Preparation of Theses at Montclair State University*.

Minimum: 36 semester hours

For further details see the graduate advisor.

SPANISH
Course Descriptions

	Semester Hours
SPAN 501 ADVANCED STUDIES IN THE SPANISH LANGUAGE	3
The course provides students with the tools of stylistic analysis in order to enhance their appreciation of literary texts and to improve their own writing skills. It will acquaint the students with the principles of contrastive analysis to give them greater control over the structures of Spanish.	
SPAN 504 INTRODUCTION TO LITERARY THEORY	3
An overview and analysis of major approaches to contemporary literary criticism. Theoretical texts representative of the different schools of criticism will be examined in order to define and understand the uniqueness of each methodology. Short works of fiction will be integrated with the theoretical texts to enable students to apply theory to practice and to engage in various readings of the same literary work.	
SPAN 505 HISTORY OF SPANISH LANGUAGE	3
The Spanish language from its origins to the present. Phonological, structural and lexical evolution from vulgar Latin, following the process of transformation from its first documentary appearance.	
SPAN 516 MEDIEVAL SPANISH LITERATURE TO 15TH CENTURY	3
The outstanding prose and poetry of Spain from the 11th century to the 15th century, with emphasis on the unique three-cultured society of the period.	
SPAN 522 THEATER OF THE GOLDEN AGE	3
Structural and thematic study of the <i>comedia</i> through readings and discussions of representative plays of the period including those of Lope, Tirso, Calderón, Alarcón and Moreto.	
SPAN 523 PROSE AND POETRY OF THE GOLDEN AGE	3
Critical readings of the picaresque and pastoral novels, the humanistic writing of Luis Vives, Alfonso and Juan Valdés, and Gracián. Textual analysis of the poetry of the Renaissance and Baroque from Garcilaso to Quevedo.	

SPAN 524 CERVANTES**3**

The prose writings and drama of Cervantes focusing on his unique artistic achievement. Readings of *El Quijote*, *Novelas ejemplares*, *Persiles y Segismunda* and selected comedias and entremeses.

SPAN 525 ENLIGHTENMENT AND ROMANTICISM**3**

The erudition of the Enlightenment as symbolized by Feijóo, Jovellanos; neoclassicism; the romantic movement exemplified by Larra, el Duque de Rivas, Espronceda, García Gutiérrez, Zorrilla, Alarcón; costumbrismo.

SPAN 526 REALISM IN SPAIN**3**

An examination of the development of the realistic novel in Spain in the 19th century as seen through the works of such authors as Fernán Caballero, Valera, Pardo Bazán, Clarín and the master novelist of the period, Pérez Galdós.

SPAN 527 THE GENERATION OF 98**3**

An examination of major works of the generation of writers whose intellectual development coincides with the defeat of Spain in the Spanish-American War of 1898. Attitudes toward Spanish reality, culture, philosophy and art will be explored in the writings of Unamuno, Valle Inclán, Baroja, Azorín, Machado and others.

SPAN 528 SPANISH FICTION AND FILM**3**

A critical analysis of works of Spanish literature of the 19th and 20th centuries and of films that are either based on the texts or reflect their major themes. Selected authors and film directors include Galdos, Lorea, Rodoreda, Tusquets, Buñuel, Saura and Almodóvar.

SPAN 530 SPANISH CULTURAL HISTORY**3**

A study of the formation and the nature of Spanish civilization through an investigation of the political, social and cultural trends and influences on the Iberian Peninsula from prehistoric times to the present.

SPAN 533 CONTEMPORARY SPANISH THEATER**3**

Analysis of representative plays from Benavente to Sastre are read. Critical study of the evolution of theater in light of style, technique and thought of these playwrights.

SPAN 534 SPANISH PROSE OF THE 20TH CENTURY**3**

An analysis of the novels of contemporary Spanish writers whose novels appeared following the Spanish Civil War 1939. The development of the contemporary novel from social realism and objectivism to experimental techniques and subjectivism will be examined through the works of such authors as Cela, Delibes, Marsé, Martín Santos, Goytisolo, Martín Gaité, Matute, Moix and others.

SPAN 535 CONTEMPORARY SPANISH POETRY**3**

Unamuno, Machado, Jiménez and poetry of the Generation of 27. Selective readings of younger poets of today. Emphasis on textual analysis.

SPAN 540 COLONIAL SPANISH AMERICAN LITERATURE**3**

Study of pre-Columbian literature, followed by analysis of the chronicles of discovery and exploration and major works of colonial poetry, prose and theater.

SPAN 541 SPANISH AMERICAN LITERATURE OF THE 19TH CENTURY 3

Critical evaluation of prose and poetry from neoclassicism to naturalism and realism. Special emphasis will be given to the development of specific genres such as "literatura gauchesca" and the essay.

SPAN 542 SPANISH AMERICAN NOVEL OF THE 20TH CENTURY 3

Study of the aesthetic novels of Modernismo; novels of the Mexican Revolution; the psychological novel; and the novel of the land and of social reform.

SPAN 543 SPANISH AMERICAN THEATER OF THE 20TH CENTURY 3

New trends in the Spanish American theater: the theater of the absurd, the theater of cruelty and the theater of fantasy. Critical analysis of representative works of these genres.

SPAN 546 MODERNISMO IN SPANISH AMERICA 3

Critical evaluation of the Modernista movement in Spanish American poetry and prose. Genesis, techniques, characteristics and principal writers of the movement.

SPAN 548 CONTEMPORARY SPANISH AMERICAN NOVEL 3

A critical examination of representative examples of the Spanish American novel from the "boom" to the "post-boom."

SPAN 549 CONTEMPORARY SPANISH AMERICAN SHORT STORY 3

The contemporary short story from the end of the Modernista period to the present time. Critical evaluation and analysis of representative works.

SPAN 551 CONTEMPORARY SPANISH AMERICAN POETRY 3

Individual works of poetry as autonomous linguistic and artistic creations and as part of a general renaissance in culture. Post-modernism, vanguardism and post-vanguardism.

SPAN 560 TOPICS IN SPANISH AND SPANISH AMERICAN LITERATURE 3

Selected specialized topics, either of a period, genre, or particular author, in Spanish or Spanish American literature. Topic will change with each offering. Majors only.

SPAN 603 RESEARCH SEMINAR AND THESIS WRITING 3

Course provides the opportunity for students to write a thesis that may be substituted for the Comprehensive Examination. This course will be available on a year-long basis, with the grade of incomplete granted at the end of the first semester to allow students the full year stipulated to complete a thesis. Students must complete course work before beginning thesis. The M.S.U. Thesis Guidelines will govern all stages of the project.

SPEECH AND THEATRE

Chairperson: Dr. Anne Jenkins, Speech Communication Department

Chairperson: Dr. Suzanne Trauth, Theatre and Dance Department

Graduate Advisors: Dr. Flora Keshishian, Communication Arts

Dr. Jane Peterson, Theatre

The Master of Arts degree in Speech and Theatre is designed to enhance the development of already existing skills in speech communication or theatre. The program is structured to emphasize both the theoretical and practical approaches in communication and theatre, and to allow for original research and creative projects. Special attention is paid to the literature and history of each area of concentration, and to the respective academic and professional skills necessary to become a practitioner of the selected discipline. The course sequence and content are designed to strengthen research, performance, production, and to prepare those who wish to pursue a profession in media and arts related areas. The Master of Arts degree is also ideally suited for those who plan to continue in a program of doctoral studies. Concentrations are available in Communication Arts or Theatre.

ADMISSION REQUIREMENTS

Students wishing to matriculate as Speech and Theatre majors are recommended to have completed an undergraduate major or the equivalent from one of the following areas: theatre, oral interpretation, broadcasting, speech communication, or media. It is assumed that most of this work will have been in the area selected for graduate concentration. Some students may need to improve their preparatory backgrounds through undergraduate courses for which graduate credit is not given.

REQUIREMENTS FOR THE MASTER OF ARTS IN SPEECH AND THEATRE

CONCENTRATION IN COMMUNICATION ARTS

The candidate must complete all five parts of the requirements for the degree as detailed below.

	Semester Hours
I. Core Courses	6
SPCM 501 Survey of Research Methods	3
SPCM 534 Graduate Readings in Speech and Theatre	3
II. Required Courses within the concentration	15
SPCM 526 Theories of Human Communication	3
SPCM 536 Seminar in Persuasion	3
SPCM 581 Media and Mass Culture	3
SPCM 509 Special Problems in Speech and Theatre	3
SPCM 599 Independent Study	3

- III. Elective Courses within the Concentration 6
 In consultation with the graduate advisor, the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:
- | | | |
|----------|--------------------------------------|---|
| SPCM 560 | Internship: Communication Arts | 3 |
| SPCM 565 | Advanced Oral Interpretation | 3 |
| SPCM 582 | Techniques of Communication | 3 |
- or
- | | | |
|----------|--------------|---|
| SPCM 600 | Thesis | 6 |
|----------|--------------|---|
- IV. Non-Concentration Required Collateral Courses 3-6
- | | | |
|----------|--------------------------------|---|
| ENWR 590 | Graduate Writing Seminar | 3 |
| THTR 517 | Theatre Criticism | 3 |
| THTR 525 | Advanced Acting Workshop | 3 |
| THTR 580 | Theatre Management | 3 |
- Or other Graduate Theatre electives with Graduate Advisor's permission. ENWR 590 to be taken only when offered as general graduate writing seminar.
- V. Non-Concentration Elective 0-3
 Course to be selected in other allied fields outside the department with approval of graduate advisor. Student may satisfy requirements by choosing six semester hours in category IV.
- Total semester hours: 33
- VI. Comprehensive Examination
 It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.

CONCENTRATION IN THEATRE

The Candidate must complete all five parts of the requirements for the degree as detailed below:

		Semester Hours
I.	Core Courses	6
	SPCM 501 Survey of Research Methods	3
	SPCM 534 Graduate Readings in Speech and Theatre	3
II.	Required Courses within the concentration	15
	THTR 511 Tragic Elements in Drama	3
	THTR 512 Comic Elements in Drama	3
	THTR 513 Modern and Contemporary Theatre History	3
	*THTR 525 Advanced Acting Workshop	3
	THTR 599 Independent Study	3
	or	
	THTR 507 Seminar in Dramatic Production	3

*A technical course may be substituted by those interested in technical theatre.

- III. Elective Courses within the department 6
- In consultation with the graduate advisor the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:
- | | | |
|----------|--|---|
| THTR 504 | Contemporary Theatre | 3 |
| THTR 508 | Internship: Theatrical Practice | 3 |
| THTR 509 | Special Topics in Theatre and Drama | 3 |
| THTR 514 | Non-Western Drama and Theatre | 3 |
| THTR 517 | Theatre Criticism | 3 |
| THTR 535 | Advanced Directing Workshop | 3 |
| THTR 545 | Scenic Design I: The Legitimate Theatre | 3 |
| THTR 546 | Scenic Design II: The Performing Arts | 3 |
| THTR 554 | Stage Lighting Design | 3 |
| THTR 575 | Seminar in Costume Design and Construction | 3 |
| THTR 580 | Theatre Management | 3 |
| SPCM 565 | Advanced Oral Interpretation | 3 |
- or
- | | | |
|----------|--------------|---|
| SPCM 600 | Thesis | 6 |
|----------|--------------|---|
- IV. Non-Departmental Electives 6
- Courses to be selected in allied fields outside the department.
- Total semester hours: 33
- V. Comprehensive Examination
- It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.

SPEECH COMMUNICATION DEPARTMENT

Course Descriptions

	Semester Hours
SPCM 501 SURVEY OF RESEARCH METHODS	3
Foundations in research and research methodologies. A survey of critical, descriptive, historical, textual, qualitative methods of research in broadcasting, speech communication and theatre, to assist students in assessing and designing research. Students are required to develop a proposal for graduate level research in their area of inquiry. This course must be completed within the first two semesters of matriculation.	
<i>Prerequisite: Departmental approval.</i>	
SPCM 509 SPECIAL PROBLEMS IN SPEECH AND THEATRE	3
Individual problems in theatre, speech and mass communication. Reports, papers, panel discussion and experimentation.	
<i>Prerequisites: Speech and Theatre, Communication Arts concentration students only; departmental approval.</i>	

SPCM 526 THEORIES OF HUMAN COMMUNICATION 3

Develop knowledge of human communication behavior as it relates to intrapersonal, interpersonal, small group, and mass communication. Students develop awareness of communication behavior patterns and cultivate ability to select appropriate and effective communication behaviors for optimum results. Open to all graduate students.

SPCM 534 GRADUATE READINGS IN SPEECH AND THEATRE 3

Study and assessment of the major literature in the students' particular disciplines as demonstrated in research assignments and papers. This course must be completed within the first two semesters of matriculation.

Prerequisites: Speech and Theatre, Communication Arts concentration students only; departmental approval.

SPCM 536 SEMINAR IN PERSUASION 3

Critical examination of psychological, sociological and cultural dimensions of persuasive discourse.

Prerequisites: Speech and Theatre, Communication Arts concentration students only; departmental approval.

SPCM 560 INTERNSHIP: COMMUNICATION ARTS 3 - 7

Off-campus practicum assignments range from serving on campaign speaker's or public speaker's speech staff to coaching students and/or conducting forensic tournaments. Broad, balanced and locally supervised experience, by arrangement.

Prerequisites: Speech and Theatre, Communication Arts concentration students only; departmental approval.

SPCM 565 ADVANCED ORAL INTERPRETATION 3

Techniques in interpretation of poetry and prose; analysis and presentation of types of literary genres (short story, ballad, essay, narrative, sonnet, etc.) for use in classroom and special programs. Open to all graduate students.

SPCM 581 MEDIA AND MASS CULTURE 3

Influences and effects of the broadcast media on society; policy decisions and the influence of the broadcast media as conveyors of information and stimulus for change. Open to all graduate students.

SPCM 582 TECHNIQUES OF COMMUNICATION 3

Techniques and ethics in the production of informative, entertainment, persuasive and public relations material for mass public consumption. Open to all graduate students.

SPCM 599 INDEPENDENT STUDY 1 - 3

Individual projects in speech that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies or position papers. The nature of the course permits advanced graduate students to pursue areas of speech not covered by present offerings.

Prerequisites: Speech and Theatre, Communication Arts concentration students only; departmental approval.

Individual research or creative project selected under advisement of a faculty committee. An oral exam follows the project. Student should register for the semester in which work will be completed.

Prerequisites: Speech and Theatre, Communication Arts concentration students only; departmental approval.

THEATRE AND DANCE DEPARTMENT

Course Descriptions

	Semester Hours
THTR 501 RESEARCH METHODS IN THEATRE	3.0
Foundations in research and research methodologies. A survey of resources and methods (including critical, historical and textual) in theatre to assist students in assessing and designing research. Course must be completed in first two semesters of matriculation	
THTR 504 CONTEMPORARY THEATRE	3
The theory and practice in today's professional theatre: writing, acting, directing and producing problems and trends of current theatrical fare. Open to all graduate students.	
THTR 507 THEATRICAL PRODUCTION	3
Students pursue projects in one of the following areas: acting, directing, scenic design, lighting design, technical theatre or management. May be repeated for a maximum of six credits.	
THTR 508 INTERNSHIP: THEATRICAL PRACTICE	3 - 7
Practical experience in theatre under supervision of staff member of professional, semi-professional, or educational theatre, on- or off-campus.	
<i>Prerequisite: Departmental approval.</i>	
THTR 509 SPECIAL TOPICS IN THEATRE AND DRAMA	3
A selected topic in the history, literature, criticism or theory of theatre and drama not included in the regular departmental offerings will be examined in depth. May be repeated for a maximum of six credits.	
THTR 511 TRAGIC ELEMENTS IN DRAMA	3
The "evolution" of tragic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative tragic playscripts in terms of style, structure, "tragic devices," content, and performance.	
THTR 512 COMIC ELEMENTS IN DRAMA	3
The "evolution" of comic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative comic playscripts in terms of style, structure, "comic devices", content, and performance.	

THTR 513 MODERN AND CONTEMPORARY THEATRE HISTORY 3

Theatrical history associated with Western culture from 1890 to the present; the contemporary theatrical scene and its direct heritage. Major emphasis on British and continental developments with some attention to American theatre.

THTR 514 NON-WESTERN DRAMA AND THEATRE 3

Theatrical forms and dramatic literature of non-Western cultures (China, Japan, India, Southeast Asia and Africa) in historical and contemporary contexts. The influence of these forms on modern Western theatrical theory and practice (Brecht, Artaud, Brook and others) will be examined.

THTR 517 THEATRE CRITICISM 3

Historical review of the principles involved in theatre criticism from a literary perspective. While attention is given to selected historical periods, dramatic theorists and theatre critics, the focus of class is on contemporary critical methodologies that augment playscript interpretation and production.

THTR 525 ADVANCED ACTING WORKSHOP 3

A workshop of acting styles from the classical to the modern, highlighting traditional periods, including Greek, Elizabethan, Restoration, and realistic acting. The basic assignments of the course are scene study and class presentations, individual and partner work in assignments and exercises.

THTR 535 ADVANCED DIRECTING WORKSHOP 3

A workshop in play directing, including analysis and direction of scenes from realistic and period style plays. Final project includes a director's analysis and prompt script or the equivalent work in a term report on a particular approach to directing.

THTR 545 SCENIC DESIGN I: THE LEGITIMATE THEATRE 3

Scene design as related to the play, director and audience. Theatrical styles, genres, multiple, unit and simultaneous settings discussed. Includes script analysis and design work with an emphasis on visualization of design concepts, perspective sketch and modeling techniques.

THTR 546 SCENIC DESIGN II: PERFORMING ARTS 3

Design problems inherent in musical comedy, opera and dance. Emphasis on planning, design and execution of scenery.

THTR 554 STAGE LIGHTING DESIGN 3

The theory and practice of lighting design from both pragmatic and esthetic points of view. The student will focus on the function and qualities of lighting as a design medium and its application to various styles of theatrical production. Student will develop several lighting plots and schedules.

THTR 580 THEATRE MANAGEMENT 3

The theatre as a business enterprise: production units; box office procedures; standard contractual arrangements; unions and their regulations; subscription management. Manager as a community relations specialist; publicity; the theatre as a community resource. Open to graduate students with a background in performing arts.

THTR 599 INDEPENDENT STUDY 1 - 3

Individual projects in theatre that result in significant research.

Prerequisite: Departmental approval.

STATISTICS

Chairperson: Dr. Kenneth C. Wolff

Graduate Coordinator: Dr. Helen M. Roberts

The Department of Mathematical Sciences offers a Master of Science degree in Statistics and a Master of Science degree in Mathematics with a Statistics concentration. The Department of Computer Science offers the Master of Science in Computer Science with a concentration in Applied Statistics. The degrees with concentrations in statistics are discussed under degrees in Mathematics and Computer Science respectively.

The MS in Statistics has been developed for students interested in becoming practitioners of statistics, who are trained in statistical methodology. The programs emphasize the foundations and concepts of statistics as well as the new and developing areas of statistics. Though the applications of statistical sciences are emphasized, the theoretical foundations are presented as well. Specifically, students are prepared for professional work in the design and analysis of statistical models, development and analysis of statistical models, data analytic techniques and the associated computational methods, and statistical computing. The curriculum is designed to allow students to develop the skills needed to achieve positions in the many pharmaceutical, chemical, health services, public service and consumer product corporations and other industries that require significant research and development efforts as well as data analysis. Through the accessibility of computers and the availability of powerful statistical software to analyze huge data sets, the use of statistical methods has now become quite widespread in many industries.

The MS in Statistics is of interest to undergraduate mathematics majors looking for challenging career paths that apply their problem solving skills to important social, health, medical and business issues; undergraduate statistics majors who feel the need to expand their knowledge; people currently working as statistical assistants; people trained in biology, chemistry, physics or medicine who are involved in the analysis of experiments; and computer scientists who are involved in data analysis.

Our statistics faculty is active at the national and local level of professional societies and consult for Fortune 500 companies. Occasionally we bring in statistical scientists from local telecommunications or pharmaceutical firms to present courses on special topics in new and developing areas of statistics.

The Statistical Consulting Program, housed in the Department of Mathematical Sciences, offers the campus community and off-campus clients statistical advice in the design of experiments and studies as well as the analysis and interpretation of the results. This program also offers MS students the opportunity to obtain applied experience by becoming involved in the data collection, analysis and interpretation of ongoing projects. In addition, our proximity to the pharmaceutical industry permits students the exciting option of an applied industrial experience, working under the supervision of a practicing statistician and a departmental faculty advisor.

Students and faculty in the Department have access to state-of-the-art interactive computing environments for data analysis and data graphics. The SAS Application System and S-Plus are available on a Sun Local Area Network of workstations and servers consisting of an Enterprise 450, SparcServer 1000, Ultra 30, Ultra 10's, Sparc 20's, and

Sparc 5's. Minitab and the IMSL math/stat libraries run on a VAX cluster which consists of DEC VAX 7620, 6610, 7620, 6310, 3500, 4000, 3500 microVAX II with four LSI/11 micros connected to it, and two ALPHA 2100. These VAX's may be accessed from the VAX laboratory that contains a variety of DEC terminals or via the MSUnet from numerous remote sites. A wide variety of PC software (such as JMP, MacSpin, Data Desk, Solo, Statistix) is available in our PC laboratories filled with Power Macintoshes and Dell Pentiums. Other software is described under Mathematics and/or Computer Science. The network of Sun workstations and servers and VAX cluster are connected to other computers via a campus-wide ethernet which allows access to our statistical software from throughout the campus and from off-campus dial-in. MSUnet, an Ethernet Local Area Network, extends to most of the campus buildings and links to the Internet allowing communications to colleges and universities, research centers, libraries and databases around the world.

ADMISSIONS REQUIREMENTS

1. All students must meet the admissions requirements for graduate study at Montclair State University.
2. Applicants must possess a bachelors degree from an accredited institution with either:
 - a. A major in computer science or mathematics.
 - b. A major in science or engineering
 - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
3. Applicants must have taken at least 18 undergraduate mathematics credits which should include:
 - a. Three semester sequence of calculus
 - b. Linear algebra
 - c. Probability.
4. Applicants must be proficient in a computer programming language such as C, or C++.

A candidate for the Master of Science degree in Statistics must consult the graduate coordinator of the department before matriculation since the choice of graduate courses must be adjusted to the level of preparation in undergraduate work. All the degree programs in Statistics are 33 credit programs. The student's work program listing course requirements is prepared in consultation with the graduate coordinator. In order to be awarded a Master of Science degree in Statistics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematical Sciences. In addition a student must pass a three hour written comprehensive examination in based on the core courses. Students are required to have a 3.0 grade point average and to have completed a minimum of 12 degree bearing credits in order to be eligible to take the comprehensive examination.

REQUIREMENTS FOR THE MASTER OF SCIENCE IN STATISTICS

	Semester Hours
I. Required Core Courses	15-18 s.h.
MATH: 541 or equivalent*	
MATH: 542, 543, 544, 547, 548	
<i>* This course must be taken if an equivalent course has not been taken previously</i>	
II. Statistical Science Electives	12 s.h.
One of the following courses:	
MATH: 640, 646 or 648	
Three or more courses selected from:	
MATH: 545, 546, 549, 640 - 649	
III. Computer Science, Mathematics or Statistics Electives	3-6 s.h.
Courses selected from:	
CMPT: 578, 583, 586, 589, 590, 592, 593, 594, 683	
MATH: 540 through 549, 560, 568, 569, 580, 584, 640 to 649	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most 6 semester hours can be taken at the 400 level. At most six semester hours of an applied industrial experience can be taken with approval of the graduate coordinator.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Statistics.	

MATHEMATICS

Course Descriptions

	Semester Hours
MATH 540 PROBABILITY	3
Sample spaces and events, combinatorial analysis, conditional probability and stochastic independence, random variables and probability distributions, expected value and variance, probability generating functions, continuous random variables.	
<i>Prerequisite: MATH 340 and permission of graduate coordinator.</i>	
MATH 541 APPLIED STATISTICS	3
Review of estimation and hypothesis testing for one sample and two sample problems; introduction to non-parametric statistics, and linear regression; fundamental principles of design, completely randomized design, randomized block design, Latin square, and 2 factor designs.	
<i>Prerequisite: MATH 440 or 443 and permission of graduate coordinator.</i>	

MATH 542, 543 STATISTICAL THEORY I, II 3 each

Discrete and continuous probability distributions, multivariate distributions, sampling theory, transformations, Chi-squared, 'F' and 't' distributions. Point estimation properties of estimators, sufficiency, exponential families, interval estimation, hypothesis testing, power, Neyman-Pearson Lemma, likelihood ratio tests. The impact of the above theory on areas such as regression analysis, analysis of variance and analysis of discrete data.

Prerequisite: MATH 541 and permission of graduate coordinator for 542; MATH 542 and permission of graduate coordinator for 543.

MATH 544 STATISTICAL COMPUTING 3

Computer systems for data analysis and data graphics, and intermediate level statistical methodology are investigated. Several statistical computing packages are utilized and evaluated.

Prerequisites: MATH 541 or 548, and CMPT 183 and permission of graduate coordinator.

MATH 545 PRACTICUM IN STATISTICS I 3

An applied experience in which students work with practitioners in industry, government or research organizations utilizing statistical techniques in a research setting. Students will work with statisticians on projects involving experimental design and data collection as well as the analysis and interpretation of the data.

Prerequisite: MATH 541, and 544 and MATH 547 or 548 and permission of Statistics advisor.

MATH 546 NON-PARAMETRIC STATISTICS 3

Selected distribution-free tests and estimation techniques including sign, Kolmogorov-Smirnov, Wilcoxon signed rank, Mann-Whitney, Chi-square, rank correlation, Kendall's Tau, Kruskal-Wallis, Friedman, McNemar, and others.

Prerequisite: MATH 440 and permission of graduate coordinator.

MATH 547 DESIGN AND ANALYSIS OF EXPERIMENTS 3

Fundamental principles of design; fixed, random and mixed models; factorial designs; designs with restricted randomization; split plot design; confounding; fractional replication; experimental and sampling errors.

Prerequisites: MATH 541 or 548 and permission of graduate coordinator.

MATH 548 APPLIED REGRESSION ANALYSIS 3

Fitting equations to data; matrices, linear regression; correlation; analysis of residuals; multiple regression, polynomial regression; partial correlation; stepwise regression; regression and model building; regression applied to analysis of variance problems; introduction to nonlinear regression.

Prerequisite: MATH 440 or 443 and permission of graduate coordinator.

MATH 549 SAMPLING TECHNIQUES 3

Sampling and survey methodology; basic sampling theory; simple, stratified, random, cluster, systematic and area sampling. Sampling errors and estimation procedures.

Prerequisite: MATH 440 or 443 and permission of graduate coordinator.

MATH 640 BIOSTATISTICS I**3**

Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Categorical data analysis, logistic regression, generalized linear models, nonparametric regression techniques.

Prerequisites: MATH 544, and 547, and 548 and permission of graduate coordinator.

MATH 641 BIOSTATISTICS II**3**

Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Survival analysis and designs for clinical trials.

Prerequisites: MATH 544, and 547, and 548, and permission of graduate coordinator.

MATH 645 TOPICS IN STATISTICS**3**

Recent developments in the field. Topics such as statistical quality assurance, categorical data analysis applied time series analysis, dynamic statistical graphics, data analysis, computationally intensive data-analytic methods, Bayesian methods, and special areas of application may be selected.

Prerequisites: Permission of graduate coordinator.

MATH 646 MULTIVARIATE ANALYSIS**3**

Analysis of multiple response variables simultaneously; covariance and the multivariate normal distribution; manova, discriminant functions; principle components and canonical correlations.

Prerequisites: MATH 541 and 548 and permission of graduate coordinator.

MATH 648 ADVANCED STATISTICAL METHODS**3**

Advanced statistical concepts and methods used by statistical scientists in the analysis of designed experiments and observational studies. Response surface methodology, analysis of covariance, the general linear model, the cell means model and the analysis of variance of unbalanced or messy data.

Prerequisites: MATH 544, and 547, and 548 and permission of graduate coordinator.

MATH 649 INDEPENDENT STUDY IN STATISTICS**3**

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in statistics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

Prerequisite: Vary with particular independent study and permission of graduate coordinator.

TECHNOLOGY EDUCATION

Chairperson: Dr. Richard Wolfson

Graduate Advisor: Dr. Vincent Walencik

The graduate program in Technology Education, housed in the department of Curriculum and Teaching is designed to improve the professional training of technology education teachers, to enhance their teaching proficiency through study of trends and developments in the field, to improve the organization of the technology laboratory and to provide a basis for work in administration and supervision. Emphasis is given to advanced work in technology education, as well as, related fields which broaden professional experiences and accent technology concepts.

Graduate programs of students matriculated in the department are tailored to the individual's needs through consultation with the graduate advisor. Students must meet the departmental requirements for either a thesis program (Option A) or a non-thesis program with a comprehensive examination (Option B).

Graduate students matriculated in the Master of Arts degree program who desire certification as a Supervisor of Industrial Education or as a Coordinator of Cooperative Industrial Education can arrange their programs with the graduate advisor.

ADMISSION REQUIREMENTS

Study toward the Master of Arts degree in Technology Education presupposes the completion of an undergraduate major in the same area. Individuals who have undergraduate majors in this area, but do not wish to work toward a degree, may enroll in graduate courses in the department.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN TECHNOLOGY EDUCATION

	Semester Hours
(OPTION A)	
I. Required Courses:	18
A. General	6
ELRS 503 Methods of Research	3
Education Elective	3
B. Technology Education Specialization	12
1. Required	
INED 509 Facilities Planning for Technology and Technology Education	3
TECH 502 Curriculum Construction in Technology	3
TECH 607 Research and Development (Full Year)	6
2. Electives	6
Six semester hours approved by departmental advisor.	

II.	Free Electives	4
	Selected from among any 500 or 600 level course for which the student meets any departmental prerequisites or restrictions. Senior graduate (400 level) courses must be approved by the graduate advisor, when the official work program is developed.	
III.	Thesis	4
	Each candidate for this program will select a thesis topic, thesis advisor, two thesis committee members (one must be from within the department, one may be from outside the department) and register according to department and University policy. An oral examination based on the completed thesis is part of the thesis requirement.	

Minimum: 32 semester hours

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN TECHNOLOGY EDUCATION

	Semester Hours
(OPTION B)	
I. Required Courses:	18
A. General	6
ELRS 503 Methods of Research	3
Education Elective	3
B. Technology Education Specialization	12
1. Required:	
INED 509 Facilities Planning for Industrial Technology and Technology Education	3
TECH 502 Curriculum Construction in Technology	3
TECH 607 Research and Development (Full Year)	6
2. Electives:	12
Twelve semester hours approved by departmental advisor to be selected from departmental offerings.	
II. Free Electives	4
Selected from among any 500 or 600 level course for which the student meets any departmental prerequisites or restrictions. Senior graduate (400 level) courses must be approved by the graduate advisor, when the official work program is developed.	
III. Comprehensive Examination	
A written comprehensive examination, scheduled twice each year during the Fall and Spring semester, is required of all candidates for the Master of Arts Degree within this program option.	

Minimum: 36 semester hours

CERTIFICATION

The department offers three forms of certification:

1. Supervisor
2. Cooperative Industrial Education Coordinator
3. Post-Baccalaureate
 - (a) initial field
 - (b) additional field

For more details, see certification section of this catalog or contact the department graduate advisor.

TECHNOLOGY

Course Descriptions

			Semester Hours
INED	503	CONTEMPORARY PROBLEMS IN TECHNOLOGY, INDUSTRY AND INDUSTRIAL/TECHNOLOGY EDUCATION	3
Seminar group exploration of current problems or issues in technology, industry, and industrial/technology education. The seminar follows a research, discussion, presentation format.			
INED	509	FACILITIES PLANNING FOR INDUSTRIAL TECHNOLOGY AND TECHNOLOGY EDUCATION	3
Facilities planning includes the theoretical and practical application of architectural aspects, operational aspects, floor plan layouts, equipment selection, bid preparation, purchase/lease options and two or three dimensional models.			
INED	605	WORKSHOP/SEMINAR IN INDUSTRIAL TECHNOLOGY	3
Opportunity is afforded the student to study imminent or burgeoning issues, concerns, and/or problems in industry, technology, and/or technology education.			
ISCE	501	PRINCIPLES AND PHILOSOPHY OF COOPERATIVE INDUSTRIAL STUDIES	3
Historic, cultural, social, governmental, economic and technical forces which affect development of cooperative industrial education programs.			
ISCE	502	CURRICULUM CONSTRUCTION IN COOPERATIVE INDUSTRIAL STUDIES	3
Techniques designed to meet needs of related and laboratory teaching, and school work programs; curriculum materials especially adapted to needs of part-time cooperative trade occupational programs.			
TECH	502	CURRICULUM CONSTRUCTION IN TECHNOLOGY	3
Techniques of industrial and technology education curriculum construction are studied. Special emphasis is placed on the development of courses of study and the related instructional materials.			

TECH 503 CONTROL TECHNOLOGY 3

Familiarizes students with devices that regulate/monitor technical systems. Emphasis is placed on the systems model of input, process, output, feedback. Computer interfacing is introduced.

TECH 505 SUPERVISION IN TECHNOLOGY EDUCATION 3

Principles and practices of supervision, as related to industry, industrial/technology education, and technology are discussed and evaluated. Special attention is given to styles of supervision, supervision techniques, communications, and motivation.

TECH 512 INTRODUCTION TO TECHNOLOGY EDUCATION 3

This course is designed to provide the student with the concepts, content and methodology of technology education for application in grades K-12. The systems approach (biotechnology, physical technology and information technology) will be studied. Problem solving as a methodology will be emphasized. Students will participate in actual technology learning activities.

TECH 513 TECHNOLOGY DESIGN LAB 3

Course emphasizes the physics concepts relevant to technical devices. Encompasses theory, practice, and application of knowledge through hands-on problem solving. Course is based on the MIT design lab concept.

Prerequisite: TECH 503

TECH 606 INDEPENDENT STUDY IN TECHNOLOGY 1 - 3

Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved industrial course or seminar related to the student's special area of interest. May be taken three times with the graduate advisor's approval, for a total of three semester hours.

Prerequisite: Departmental approval.

TECH 607 RESEARCH AND DEVELOPMENT 6

A survey of industrial research, technical reports, centers, institutes, laboratories and material standards. The undertaking of an industrial research and development problem, reflecting the graduate students' area of concentration, and the preparation of a publishable technical report. To run a full academic year from September to June.

Prerequisite: ELRS 503.

OTHER PROGRAMS

Continuing Education

Director: Ms. Frances Markunas

The Center for Continuing Education serves the immediate and long range education and training needs of business and industry, community organizations, governmental agencies, Montclair State University staff and faculty, and individual learners. The Center is a revenue-generating unit of the institution providing quality educational programs and public service activities for which academic credit is not usually awarded. Examples of services include the English as a second language program, which is offered to both full- and part-time students and can be tailored to the needs of corporate clients. Professional certification in areas like Allied Health offer cost-effective and convenient career training. Professional development programs cover a variety of topics, including sign language training, not-for-profit management, computer software applications, and continuing professional education for security and law enforcement providers.

The Center's offices are located at 860 Valley Road and 10 Normal Avenue. The main telephone number is: (973) 655-4353.

Special Education

The following academic courses of study at Montclair State prepare graduate students to work with individuals who are experiencing difficulty with communication, learning, or life adjustment: Early Childhood Special Education Concentration, (M.A., Communication Sciences and Disorders); Learning Disabilities Concentration, (M.A., Communication Sciences and Disorders); Learning Disabilities Teacher-Consultant, (Educational Services Certificate); Music Therapy Concentration, (M.A., Music); Reading Specialist, (Educational Services Certificate); School Psychologist (Educational Services Certificate); Speech-Language Pathology Concentration, (M.A., Communication Sciences and Disorders); Speech Language Specialist (Educational Services Certificate, must have M.A. in Speech Language Pathology); and Teacher of the Handicapped (Instructional Certificate). Consult the index to locate details about individual programs.

Students enrolled in some of these courses of study may receive part of their training on campus at the Psychoeducational Center. The Center operates an assessment component, Communication Disorders Center, the Demonstration Program, Parent/Infant Program, and Music Therapy Clinic on campus.

Teacher Education Certification Programs

Dean and Certification Officer: Nicholas M. Michelli, Ed.D.

Director, Center of Pedagogy: Cynthia S. Onore, Ph.D.

A student with a baccalaureate degree may pursue a New Jersey teaching certificate and a fully certified teacher may obtain additional teaching field endorsements or advanced certification by attending Montclair State University.

Montclair State's Teacher Education Program has a number of distinctive features. The Center of Pedagogy oversees teacher education functions including a network of partner schools which provide real world settings for students to complete their field experiences with a programmatic emphasis on teaching for critical thinking. The Program was awarded the *Christa McAuliffe Showcase for Excellence* award by the American Association of State Colleges and Universities for its collaboration with public schools. It is a member of Dr. John Goodlad's National Network for Educational Renewal and the National Education Association's National Center for Innovation. The commitment of the faculty in the Teacher Education Program is to the enculturation of students into a political and social democracy, the moral dimensions of teaching, as well as competence and knowledge both in pedagogy and the content to be taught.

General questions about certification programs at Montclair State should be directed to Mrs. Anne Baldinger, Director, Teacher Education Admission, (973) 655-4139.

For information regarding the Ed.D. in Pedagogy, see Doctoral Program.

Initial Instructional Certificates

At Montclair State University, those who hold a bachelor's or master's degree and who wish to gain their first teaching certificate are offered two graduate programs:

A. *Post-BA/MA Teacher Certification Program* - In this program, which is outlined below, students complete a sequence of professional education courses of approximately 30 semester hours, including student teaching. In addition, they must complete a teaching field component (major) of at least 30 semester hours. Students choosing a teaching field which is similar to their undergraduate majors may have already completed many of these teaching field courses.

B. *Master of Arts in Teaching (M.A.T.) Program* - Students who wish to obtain a master's degree **and** teacher certification may consider this program, which requires additional graduate level courses. By carefully planning their schedules, students in the M.A.T. program may be able to obtain certification before the completion of the master's degree. Course requirements and admission requirements for the M.A.T. program are outlined in this catalog under the Department of Curriculum and Teaching.

Upon successful completion of one of these programs, students are recommended to the New Jersey Department of Education for a teaching certificate. Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed certification programs (except the teacher of the handicapped program) must successfully complete one year of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey instructional certificate. Persons recommended by the University for certification and who have passed the appropriate Praxis II: Subject Assessment/ National Teacher Examination, will receive a "Certificate of Eligibility With Advanced Standing" which authorizes the holder to seek and accept offers of employment in New Jersey schools. The certificate is valid for the lifetime of its holder. Students interested in teaching outside of New Jersey should seek information from the appropriate state authorities.

Additional and Advanced Certificates

Students already holding teaching certificates may apply to the University to take coursework leading to additional endorsements or advanced certificates. They are not eligible for the Master of Arts in Teaching (M.A.T.) program. However, other education-related master's programs are available and are described elsewhere in this catalog.

POST-BA/MA TEACHER CERTIFICATION PROGRAM

Coordinator: Mrs. Anne Baldinger, Chapin Hall 103

Program Goals and Admissions Criteria

In selecting students for the Post-BA/MA Teacher Certification Program, Montclair State University uses criteria which are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our Program to possess. The *Portrait of a Teacher* outlined below is a model toward which students in the Program strive. In making decisions on acceptance to the Program, faculty consider such criteria as GPA, knowledge of content of major area of study, commitment to teaching and its varied responsibilities and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will achieve the goals inherent in the *Portrait of a Teacher*.

Portrait of a Teacher

The Montclair State University community is committed to the continuing development of teachers who exemplify the character, dispositions and habits of mind reflected in this portrait. They:

- a. continue to inquire into the nature of teaching and learning and reflect upon their own learning and professional practice.
- b. believe in the educability of all children and seek to ensure equal learning opportunities for every student.
- c. possess the literacy, critical thinking and technology abilities associated with the concept of an educated person and are committed to lifelong learning. They speak and write English fluently and communicate clearly.
- d. have content knowledge which includes a strong sense of the concepts, purposes and intellectual processes associated with the discipline they will teach.

- e. understand the effects of human development on the learning of children, adolescents and adults and are committed to providing a nurturing and caring environment for all students.
- f. possess the skills and dispositions necessary to establish a classroom environment that stimulates critical thinking and inquiry.
- g. understand principles of democracy and plan instruction to promote critical reflection on the ideals, values and practices of democratic citizenship.
- h. understand and are committed to the moral, ethical and enculturating responsibilities of those who work in the school.
- i. model respect for individual differences and an appreciation of the basic worth of each individual. They plan instruction and assessment with sensitivity to issues of class, gender, race, ethnicity, sexual orientation, age and special needs, and work to foster an appreciation of diversity among students and co-workers.
- j. are committed to their role as stewards of renewal and best practice in the schools and they possess the interpersonal skills and dispositions to work cooperatively and collaboratively with colleagues.
- k. are willing to explore a career in a variety of settings-urban, suburban and rural.

Criteria for Retention in Program

Students who are accepted to the Program are evaluated periodically. Please review the *Teacher Education Handbook* to determine criteria used to determine eligibility for student teaching. By New Jersey Department of Education regulation, teacher education students in most majors must pass the PRAXIS II or National Teacher Examination. Consult the bulletin board outside Chapin 103 to determine which test you must take.

Admission Procedures

Admission to the Post-BA/MA Teacher Certification Program at Montclair State University is a two-step process. Candidates must file an Application for Graduate/Post-Baccalaureate Admission including all supporting materials, by **March 1** to be considered for Summer/Fall admission or by **October 1** for Spring admission. Applications are available in the Graduate School, room 203, College Hall. After the deadline, a preliminary review of the student's credentials is conducted to ascertain that the undergraduate cumulative grade point average, and the average in the teaching field, are at least 2.50. (In some departments the required average in the teaching field may be higher.) Students are then notified by mail about the second step in the admissions process, which may include interviews (by faculty advisors and/or admission committee), writing samples, and portfolio review/audition.

All students should note that admission to the University to take courses does not guarantee admission to the Post-BA/MA Teacher Certification Program, and that any courses taken prior to admission to the Program are taken at the student's own risk. Students admitted to the Program receive official work programs of studies with their letters of acceptance, which outline the courses they are required to take to complete the Program.

Course Requirements (Initial Instructional Certificates)

A. Prerequisites:

It is expected that students in the Program will be able to demonstrate proficiency in the use of the English language. In addition, their academic backgrounds should include at least 60 semester hours of general education, distributed among the arts, humanities, mathematics, science, technology and the social sciences. Those students who have not had a course in human biology or health must successfully complete an examination in physiology and hygiene.

**Semester
Hours**

B. Social Behavioral Science Component

PSYC 101 General Psychology I: Growth and Development	3
PSYC 200 Educational Psychology	
OR	
PSYC 560 Advanced Educational Psychology	3
Human and Intercultural Relations Elective	3

C. Professional Education Component

CURR 599 Curricular and Social Dynamics of Schooling	3
EDFD 520 Development of Educational Thought	3
A course in reading	3
CURR 5_ _ Educational Elective	3
A course in teaching for critical thinking	3
Major Departmental Methods Course(s)	2 - 4 min.
CURR 500 Fieldwork in Education	2
("Field Experiences Application" must be filed with the Center of Pedagogy before enrolling in this course. Deadlines apply.)	

D. Teaching Field Requirements

Course requirements in teaching field (major) to be determined by departmental advisor.

E. Professional Semester

Note: To be eligible for professional (student teaching) semester, students must pass pre-student teaching retention review by Teacher Education Program. All teaching field and professional education courses must be successfully completed with a 2.50 GPA (minimum) overall, in teaching field, and in professional education courses. (Same departments require a higher GPA in the teaching field. Consult department adviser.) See Teacher Education Handbook for additional retention criteria. In addition, a timely "Field Experiences Application" must have been filed with the Center of Pedagogy. Deadlines apply.

CURR 435 Effective Teaching/Productive Learning	3
CURR 411 Supervised Student Teaching	
OR	
CURR 414-5 In-Service Supervised Teaching	8
CURR 402 Seminar in Professional Education	1
Departmental (major) Seminar (if required)	1

Course work is available in the following certification areas:

INSTRUCTIONAL CERTIFICATES:

Art
Biological Science
Business Education
Early Childhood Education (Elementary)
Earth Science
English
French
Health Education
Home Economics Education
Industrial Arts
Italian
Latin
Mathematics
Music
Physical Education
Physical Science
Psychology
Reading (only available as additional certification)
Social Studies
Spanish
Teacher of English as a Second Language
Teacher of the Handicapped
Vocational Technical Education

ADMINISTRATIVE CERTIFICATES:

Principal
School Business Administrator
Supervisor
Superintendent

EDUCATIONAL SERVICES CERTIFICATES:

Associate Educational Media Specialist
Coordinator: Cooperative Industrial Education
Educational Media Specialist
Learning Disabilities Teacher-Consultant
Reading Specialist
School Psychologist
School Social Worker
Speech Language Specialist*
Student Personnel Services
Substance Awareness Coordinator
Teacher Coordinator, Cooperative Vocational/Technical Program

** Available only to students in MA program leading to Speech Language Specialist certification*

EDUCATIONAL PLACEMENT

The Center of Pedagogy offers an educational placement service for students completing a certification program. Students may register for this service; further information can be obtained from the Center, (973) 655-4262.



APPENDIX OF ALPHA COURSE CODES

This appendix identifies each school and department/special program at Montclair State University, the academic subject areas and the alpha codes used as a prefix to each course number. This enables the student to locate the course, its description and prerequisites.

College of Education and Human Services

Center of Pedagogy

Pedagogy	EDCO
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Counseling, Human Development and Educational Leadership

Counseling, Human Services and Guidance	COUN
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Educational Administration	ELAD
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Curriculum and Teaching

Curriculum and Teaching	CURR
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Industrial Studies/Education	INED
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Industrial Studies/Career Education	ISCE
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Technology	TECH
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Educational Foundations

Educational Foundations	EDFD
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Educational Research	ELRS
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Health Professions, Physical Education, Recreation, and Leisure Studies

Health Professions	HLTH
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Physical Education/Major	PEMJ
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Human Ecology

Human Ecology	HECO
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Human Ecology/Education	HEED
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Human Ecology/Family	HEFM
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Human Ecology/Nutrition	HENU
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Reading and Educational Media

Educational Media	MEDI
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Reading	READ
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College of Humanities and Social Sciences

Anthropology

Anthropology	ANTH
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Anthropology/Practical	PRAN
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Classics and General Humanities

Classics/Latin	LATN
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General Humanities	GNHU
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Communication Sciences and Disorders

Communication Sciences and Disorders	CS&D
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English

English	ENGL
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English/Literature	ENLT
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English/Writing	ENWR
-----------------	------

French

French	FREN
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<i>History</i>	
History	HIST
<i>Legal Studies</i>	
Legal Studies/Law	LSLW
Legal Studies/Paralegal	LSPR
<i>Linguistics</i>	
Applied Linguistics	APLN
<i>Psychology</i>	
Psychology	PSYC
<i>Sociology</i>	
Sociology	SOCI
<i>Spanish/Italian</i>	
Spanish	SPAN

College of Science and Mathematics

<i>Biology and Molecular Biology</i>	
Biology	BIOL
<i>Chemistry and Biochemistry</i>	
Chemistry	CHEM
<i>Computer Science</i>	
Computer Science	CMPT
<i>Earth and Environmental Studies</i>	
Environmental Studies	ENVR
Geoscience	GEOS
Marine Sciences	PHMS
Urban & Geographic Studies	EUGS
<i>Environmental Education—New Jersey School of Conservation</i>	
Conservation/Field Studies	CNFS
<i>Mathematical Sciences</i>	
Mathematics	MATH

School of the Arts

<i>Broadcasting</i>	
Broadcasting	BDCS
<i>Fine Arts</i>	
Art/Ceramics	ARCE
Art/Drawing	ARDW
Art/Education	ARED
Art/Fibers	ARFI
Art/Film Making	ARFM
Art/Graphic Design	ARGD
Art/General Studies	ARGS
Art/History	ARHS
Art/Metalwork and Jewelry	ARMJ
Art/Painting	ARPA
Art/Papermaking	ARPG
Art/Photography	ARPH
Art/Printmaking	ARPM

Art/Sculpture	ARSC
Art/Studio	ARST
Art/Therapy	ARTH
<i>Music</i>	
Music/Education	MUED
Music/History	MUHS
Music/Performance	MUPR
Music/Theory/Composition	MUCP
Music/Therapy	MUTH
<i>Speech Communication</i>	
Speech Communication	SPCM
<i>Theatre and Dance</i>	
Theatre	THTR
School of Business	
<i>Accounting, Law and Taxation</i>	
Accounting	ACCT
Accounting/Master of Science	ACMS
Business Law/Master of Science	LWMS
<i>Economics and Finance</i>	
Economics	ECON
Finance	FINC
<i>Information and Decision Sciences</i>	
Information and Decision Sciences	INFO
<i>Management</i>	
Integrating Core	INTR
Management	MGMT
<i>Marketing</i>	
International Business	INBS
Marketing	MKTG
Special Programs	
Institute for the Advancement of Philosophy for Children	
Philosophy for Children	PHLC

DIRECTORY

GRADUATE ADVISORS

Office

Telephone

Doctor of Education

Pedagogy: *Dr. Cynthia Onore*

Mathematics Education: *Dr. Kenneth Wolff*

Philosophy for Children: *Dr. Ann Margaret Sharp*

Chapin Hall

(973) 655-4262

Richardson Hall 271

5132

14 Normal Avenue

4277

Master of Arts

Administration and Supervision: *Dr. David Weischadler*

Anthropology, Combined Bachelor and Master of Arts

in Practical Anthropology: *Dr. Kenneth Brook*

Applied Linguistics: *Dr. Milton Seegmiller*

Applied Sociology: *Dr. Janet Ruane*

Business Education: *Dr. Rosemarie McCauley*

Communication Sciences and Disorders

Early Childhood Special Education: *Dr. Lucille Weistuch*

Learning Disabilities: *Dr. Warren Heiss*

Speech-Language Pathology: *Dr. Claire Taub*

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Educational Psychology: *Dr. Luis Montesinos*

English: *Dr. Monika Elbert*

Environmental Studies:

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*Environmental Health: *Dr. Harbans Singh*

*Environmental Management: *Dr. Harbans Singh*

*Environmental Science: *Dr. Harbans Singh*

Fine Arts: *Dr. Dorothy Heard*

French: *Dr. Elizabeth Emery*

Health Education: *Dr. Reza Shahrokhi*

Human Ecology: *Dr. Karen Todd*

Legal Studies:

*Dispute Resolution: *Dr. Barbara A. Nagle*

*Legal Management, Information and Technology:

Dr. Jack Baldwin-LeClair

Music:

*Music Education: *Dr. Donald Mintz*

*Music Therapy: *Dr. Karen Goodman*

*Performance: *Dr. Donald Mintz*

*Theory Composition: *Dr. Donald Mintz*

Physical Education: *Dr. Ree K. Arnold*

Psychology: *Dr. Luis Montesinos*

Reading: *Dr. Joy Stone*

Social Sciences:

*Anthropology: *Dr. Richard W. Franke*

*Economics: *Dr. Harold Flint*

*History: *Dr. Robert Cray*

Spanish: *Dr. John Hwang*

Speech and Theatre:

*Communication Arts: *Dr. Flora Keshishian*

*Theatre: *Dr. Jane Peterson*

Technology Education: *Dr. Vincent Walencik*

Chapin Hall 401

7335

Dickson Hall 406

4119

Dickson Hall 126

4286

Dickson Hall 316

5263

Partridge 346

7039

Speech Building 102

4232

Speech Building 119

4232

Speech Building 108

4232

Chapin Hall 317

5175

Dickson Hall 250

7634

Dickson Hall 321

7962

1 Wapalanne Road

7614

Branchville, NJ 07828

Dickson Hall 105

7383

Dickson Hall 105

7383

Dickson Hall 105

7383

Calcia Fine Arts Building 119

7295

Dickson Hall 136

4452

College Hall 305-C

7115

Mallory 152

7486

Dickson Hall 349

7292

Dickson Hall 331

7953

McEachern Hall 7

7263

Life Hall 204

5268

McEachern Hall 7

7263

McEachern Hall 7

7263

Panzer 1520

7091

Dickson Hall 250

7634

Chapin Hall 310

5183

Dickson Hall 409

4119

Partridge Hall 410

7403

Dickson Hall 417

4121

Dickson Hall 368

7508

Life Hall 225B

5214

Life Hall 229C

4109

Finley Hall 218

4161

Master of Arts in Teaching

Teaching: *Dr. Jennifer Robinson*

Teaching: *Dr. Adrienne Santola*

Chapin Hall 11

5187

Chapin Hall 405

5187

Master of Business Administration

Business Administration: *Dr. Eileen Kaplan*, MBA Director

Partridge Hall 455

7469

Master of Education

Education (Curriculum and Teaching): *Dr. Catherine Becker*
Education (Educational Foundations)

*Critical Thinking: *Dr. Mark Weinstein*

*Philosophy for Children: *Dr. Ann Margaret Sharp*

Chapin Hall 215

(973) 655-7201

Chapin Hall 206

4351

14 Normal Avenue

4277

Master of Fine Arts

Studio Art: *Prof. Patricia Lay*

Calcia 121

7294

Master of Science

Accounting: *Prof. Frank Aquilino*

Partridge Hall 316

4174

Biology: *Dr. Dirk Vanderklein*

Science Hall 116

5265

*Biology Science Education: *Dr. Bonnie Lustigman*

Science Hall 107A

4397

Chemistry: *Dr. Pamela Delaney*

Richardson Hall 437

5140

Computer Science: *Dr. Helen Roberts*

Richardson Hall 204

7262

Geoscience: *Dr. Duke U Ophori*

Mallory Hall 354

7558

Mathematics: *Dr. Helen Roberts*

Richardson Hall 204

7262

Statistics: *Dr. Helen Roberts*

Richardson Hall 204

7262

*Area of Concentration

CERTIFICATE/ CERTIFICATION ADVISORS

Office

Telephone

Post-Baccalaureate/Post-MA Teacher Certification:

Ms. Anne Baldinger

Chapin Hall 103

(973) 655-4139

ADA(American Dietetics Association): *Ms. Carol Sokolik*

Finley 102

4375

Administration and Supervision: *Dr. David Weischadle*

Chapin Hall 401

7335

Educator Trainer: *Dr. David Weischadle*

Chapin Hall 401

7335

Business Education: *Dr. Rosemarie McCauley*

Partridge 346

4269

Biology: *Dr. Bonnie Lustigman*

Science Hall 107A

4397

Chemistry: *Dr. Mark A. Whitener*

Richardson Hall 345

7166

Counseling/Ed. Leadership: *Dr. Arlene King*

Chapin 317

5175

Early Childhood Education: *Dr. Joan Bernstein*

Mallory Hall 116A

4172

Earth Sciences: *Dr. Jonathan Lincoln*

Mallory Hall 350C

7273

Educational Media Specialist: *Prof. Robert Ruezinsky*

College Hall 124

7040

English: *Dr. Sara Jonsberg*

Dickson Hall 465

7326

Fine Arts: *Dr. Dorothy Heard*

Calcia 119

7295

French: *Dr. Elizabeth Emery*

Dickson Hall 136

4452

Health Professions: *Dr. Reza Shahrokh*

College Hall 305C

7115

Home Economics Education: *Dr. Joan Bernstein*

Mallory Hall 116A

4172

Industrial Arts/Technology Education: *Dr. Vincent Walencik*

Finley 218

5174

Italian: *Dr. Vincenzo Bollettino*

Dickson Hall 372

7510

Latin: *Dr. Timothy Renner*

Dickson Hall 102

4419

Linguistics/TESL: *Dr. Longxing Wei*

Dickson Hall 118

7501

Mathematics: *Dr. Anthony Piccolino*

Richardson Hall 214

7247

Media Specialist: *Mr. Robert Ruezinsky*

College Hall 124

7040

Music: *Dr. Mary Ann Craig*

Life Hall 204

7779

Music Therapy: *Prof. Karen Goodman*

Life Hall 204A

7212

Paralegal Studies: *Dr. Norma Connolly*

Dickson Hall 350

4152

Physical Education: *Dr. Nancy Giardina*

Panzer 1516

7090

Physical Science: *Prof. Richard Hodson*

Richardson Hall 243

7264

Reading: *Dr. Maria Schantz*

College Hall 105

4247

School Business Administration: *Dr. David Weischadle*

Chapin Hall 305A

7335

School Psychologist: *Dr. Ofelia Rodriguez-Srednicki*

Dickson Hall 241

7925

School Social Worker: *Dr. Arlene King*

Chapin Hall 317

5175

School Supervisor: *Dr. David Weischadle*

Chapin Hall 305A

7335

Social Studies/History: *Dr. Joseph Moore*

Dickson Hall 425

4124

Spanish: *Dr. John Zahner*

Dickson Hall 370

7513

Speech Language Specialist: *Dr. Claire Taub*

Speech Building 108

4232

Student Personnel Services: *Dr. Arlene King*

Chapin Hall 317

5175

Substance Awareness Coordinator: *Dr. Eileen Sweet*

Chapin Hall 403

7591

Teacher of the Handicapped/L.D.T.C.: *Dr. Warren Heiss*
 Teaching English as a Second Language (TESL):
Dr. Longxing Wei
 Voc/Tech/CIE: *Dr. Vincent Walencik*

Speech 119C 4232
 Dickson Hall 118 4286
 Finley Hall 218 5174

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 Theatre and Dance: *Dr. Suzanne Trauth*

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 Education

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 Science Hall 107A
 Life Hall 225
 Partridge 455
 Partridge 316
 Partridge 416
 Partridge 344
 Partridge 351
 Partridge 458
 Partridge 344
 Chapin Hall 005
 Richardson Hall 354
 Dickson Hall 102
 Speech Building 119
 Richardson Hall 304
 Center for Continuing
 Education

Chapin Hall 317
 Chapin Hall 218
 Mallory Hall 254
 Chapin Hall 206
 Dickson Hall 468
 Calcia Fine Arts Building
 Dickson Hall 125
 Mallory Hall 254
 Panzer School Center 217
 Dickson Hall 426
 Finley Hall 111
 Life Hall 224

14 Normal Avenue
 Dickson Hall 348
 Dickson Hall 124
 Richardson Hall 271
 McEachern Music Building 7
 1 Wapalanne Road
 Branchville, NJ 07828
 Life Hall 104
 Dickson Hall 218
 Chapin Hall 310
 Dickson Hall 303
 Dickson Hall 302
 Life Hall 050
 Chapin Hall 103
 Life Hall 126

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 4419
 4232
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 4448
 5170
 4249
 7295
 5145
 4448
 5253
 5261
 4171
 5184

4278
 4152
 4286
 5132
 7212
 7614 or
 (973) 948-4646
 (973) 655-7128

5201
 5183
 5263
 4285
 7471
 4139
 4217

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JEANNE VENNER, Program Assistant

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ciate Director
JOANNE MATKOWSKI, B.S., Assistant
Director

Institute for the Humanities

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Language Learning Technology

MICHAEL HELLER, M.A., Director

Latin American and Latino Studies

ARISTIDES ESCOBAR, Ph.D., Director

Psychoeducational Center

ANTOINETTE SPIOTTA, M.A., Director

Women's Center

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College of Science and Mathematics

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JOSEPH G. MARINA, Ph.D., Assistant Dean
JEFFREY GIACOBBE, M.S., Coordinator,
Scientific Computing

Center for Equity and Teaching Enhancement in the Reform of Mathematics and Science

JACALYN G. WILLIS, Ph.D., Director
JANE McMILLAN-BROWN, M.S., Project Manager

Health Careers Program

DONNA LORENZO, M.S., Director
R. MARIE WASHINGTON, M.A., Academic Advisor/Counselor
SERENA SMITH, B.S., Recruiter/Administrative Assistant

Mathematical Sciences

JANET McLAUGHLIN, S.C., M.A., Math Lab Coordinator

New Jersey School of Conservation

JOHN J. KIRK, Ph.D., Director
JOANNE SIEBEN, Administrative Assistant

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CONCETTA BOLLETTIERI, B.A., Assistant Director

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BENJAMIN HADIS, Ph.D., Director, International Studies
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TRACY HOGAN, M.A.T., Administrative Assistant

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CARLA M. NARRETT, Ph.D., Dean
KRISTEN E. COHEN, Ed.M., Assistant Dean
RICARDO ORTEGÓN, M.B.A., Director of Enrollment Management and Recruitment

Honors Program

THOMAS BENEDIKTSSON, Ph.D., Director

Institute for Critical Thinking

(To Be Appointed), Director

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CUNY

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M.A., Dallas Theatre Center, Baylor
University; B.A., Stetson University

JANE T. PETERSON, Ph.D., University of
Missouri; M.A., B.A., Tulane University

SUZANNE M. TRAUTH, Ph.D., M.A., Bowling
Green State University; B.S., University of
Dayton



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Directions to campus

Montclair State University is on Valley Road and Normal Avenue, Upper Montclair, N.J. one mile south of the junction of routes 3 and 46.

By Car From:

Bloomfield Ave., Montclair: North on Valley Road, 3.3 miles to Normal Avenue light, turn left.

Route 46 (East and West): Valley Road, Montclair exit (at Route 3 junction), south for approximately one mile to Normal Avenue light, turn right.

Route 3: Valley Road, Montclair exit (at Route 46 junction), south for approximately one mile to Normal Avenue light, turn right.

Garden State Parkway North: Exit 153B (left lane) to Route 3 West to Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right.

Garden State Parkway South: Exit 154 to Route 46 West, to Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right.

New Jersey Turnpike: Exit 16W to Route 3, Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right. Motorists traveling on the Turnpike south of Exit 11 may exit there to Garden State Parkway North.

Lincoln Tunnel: Follow to Route 3.

George Washington Bridge: Route 80 to Garden State Parkway South.

By Public Transportation From:

New York City (by train): Take PATH Service to Hoboken, transfer to NJ Transit Boonton Line, and get off at Montclair Heights Station at southwest corner of campus. *(Service available only on weekdays in the afternoon and evening.)*

New York City (by bus): DeCamp Bus No. 66 leaves from the Port Authority Bus Terminal; get off at Mt. Hebron and Valley roads, turn right (north) on Valley, and walk one block to the Normal Avenue traffic light, then turn left to campus entrance.

Newark: NJ Transit Bus No. 28 originates at Macy's, Washington and Hill streets, and terminates its run on campus.

Paterson: NJ Transit Bus No. 72 originates at Broadway Terminal, Paterson, and goes to Broad Street, Bloomfield. Change to No. 28 at Bloomfield Center.

The Oranges: Take One Bus Co. No. 44 to Main and Day streets in Orange. Connect to NJ Transit Bus No. 92 to Glenwood and Bloomfield avenues. Change to NJ Transit Bus No. 28

Passaic: NJ Transit Bus No. 705 originates at Main Street and Passaic Avenue in Passaic and travels through Clifton to Montclair State University.

Wayne: NJ Transit Bus No. 705 originates at Willowbrook Mall and travels to Montclair State University.

Schedules subject to change without notice. Information available from New Jersey Transit, 800-772-2222.



PARKING

- Faculty & Staff
- Visitor
- Faculty & Staff
- Delivery & Visitor (instead)
- Faculty & Staff
- Visitor
- Faculty & Staff
- Student

BUILDINGS

- Undergraduate Admissions
- Alumni Green
- Alumni House
- Architectural & Engineering Services
- Bohn Hall
- Blanton Hall
- Bond House
- Broadcasting
- Casula Hall
- Cogeneration Plant
- Chapin Hall
- Clove Road Apartments
- Center for Continuing Education
- College Hall
- Dickson Hall
- Drop-In Center
- Field House
- Fittley Hall

- Freeman Hall
- Gilbreth House
- Global Education Center
- IAPC
- Sprague Library
- Life Hall
- Maintenance
- McEachern Hall
- Memorial Auditorium

- Mallory Hall
- Morehead Hall
- Newman House
- Partridge Hall
- President's House
- Psychosocial Center
- Panzer Gymnasium
- Richardson Hall
- Russ Hall & Admissions

- Safety & Security
- Student Center
- Speech Building
- Stone Hall/Child Care Center
- Science Hall
- Webster Hall



MONTCLAIR
STATE
UNIVERSITY

Graduate School

1 Normal Avenue

Upper Montclair, NJ 07043

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2001-2003 Graduate Catalog



Montclair State University

Location:

200-acre campus, at the intersection of Valley Road and Normal Avenue, Upper Montclair, New Jersey (Essex County), one mile south of intersection of Valley Road and Route 46. Main entrance on Normal Avenue.

Degrees Offered:

Doctor of Education, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Education, Master of Fine Arts, Master of Science, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science.

Facilities:

Twelve major academic buildings, including the new Science Hall which opened Fall 1999, student center building, library, gymnasium with pool and fitness center, playing fields, administration building, Yogi Bera Stadium and Museum, and Floyd Hall Ice Arena, and housing for approximately 2,100 students in residence halls and apartments.

Telephone Numbers/E-Mail Addresses:

Graduate School Office (973) 655-5147
 (800) 331-9207
 Graduate School graduate.school@montclair.edu
 Montclair State Main Numbers (973) 655-4000
 (800) 624-7780
 Financial Aid (973) 655-4461
 Financial Aid financialaid@montclair.edu
 Registrar (973) 655-4376
 Student Accounts (973) 655-4105
 For other telephone numbers, see Directory (Graduate Advisors, Certificate Advisors, Teacher Certification Advisors, and Chairpersons/Directors) in the back of this catalog.

Tuition and Fees*: (per semester hour of credit)

Graduate Students: New Jersey Resident \$291.50
 Graduate Students: Non-Resident of New Jersey \$395.13
 MBA Students: New Jersey Residents \$335.85
 MBA Students: Non-Resident of New Jersey \$438.75
 MFA Students: New Jersey Residents \$321.75
 MFA Students: Non-Resident of New Jersey \$432.76
 Doctoral Students: New Jersey Resident \$333.85
 Doctoral Students: Non-Resident of New Jersey \$436.70
 There is a \$20.00 Recreation Fee per registration (flat fee).

* *Tuition and fees are for Fall 2001 and subject to change without prior notice by action of the Montclair State University Board of Trustees.*

Web Address Montclair State University: www.montclair.edu/

Montclair State University is an Equal Opportunity/Affirmative Action Institution. In compliance with relevant federal and state civil rights legislation, the University does not discriminate on the basis of gender, race, color, religion, national origin, age, sexual orientation, or physical disabilities not interfering with academic performance in the operation of its educational program or activities: admission, access to programs and course offerings, competitive and intramural athletics, counseling, student and other employment, use of facilities, and University sponsored extracurricular activities. Inquires relating to equal opportunity/affirmative action issues may be directed to the offices of Equal Opportunity/Affirmative Action or Student Development and Campus Life.

The Graduate Catalog of Montclair State University is published biennially and presents announcements of general information, general academic regulations, and the academic program extant at the date of publication. The University reserves the right to change any of its announcements, regulations or requirements at any time without notice or obligation. The Office of the Provost and Vice President for Academic Affairs is responsible for the preparation of the content of this publication.



Graduate Catalog 2001 - 2003

THE SCHOOL OF GRADUATE, PROFESSIONAL AND
CONTINUING EDUCATION

MONTCLAIR STATE UNIVERSITY
UPPER MONTCLAIR, NJ 07043

July 2001

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GRADUATE DEGREES OFFERED**

DOCTOR OF EDUCATION

Education

- *Pedagogy/Mathematics Education
- *Pedagogy/Philosophy for Children

MASTER OF ARTS

Administration and Supervision

- *Educator Trainer (Training Personnel)

Applied Linguistics

Applied Sociology

Business Education

Communication Sciences and Disorders

- *Speech-Language Pathology

Counseling, Human Services and Guidance

- *Human Services

Educational Psychology

- *Child/Adolescent Clinical Psychology
- *Clinical Psychology for Spanish-English Bilinguals

English

Environmental Studies

- *Environmental Education
- *Environmental Health
- *Environmental Management
- *Environmental Science

Fine Arts

- *Art History
- *Studio

French

Health Education

Human Ecology

- *Family Life Education
- *Family Relations/Child Development
- *Home Economics Education
- *Home Management/Consumer Economics
- *Nutrition Education

Legal Studies

- *Dispute Resolution
- *Legal Management, Information, and Technology

Music

- *Music Education
- *Music Therapy
- *Performance
- *Theory Composition

* Area of Concentration

** Please refer to the index for page numbers on specific programs.

Physical Education

- *Coaching and Sports Administration
- *Exercise Sciences
- *Teaching and Supervision of Physical Education

Psychology

- *Industrial and Organizational Psychology

Reading

Social Sciences

- *Anthropology
- *Economics
- *History

Spanish

Speech and Theatre

- *Communication Arts
- *Theatre

Technology Education

MASTER OF ARTS IN TEACHING

Teaching

- *Teaching Middle School Philosophy

MASTER OF BUSINESS ADMINISTRATION

Business Administration

- *Accounting
- *Business Economics
- *Finance
- *International Business
- *Management
- *Management Information Systems
- *Marketing

MASTER'S DEGREE

- *Early Childhood Special Education
- *Learning Disabilities

MASTER OF EDUCATION

Education

- *Critical Thinking
- *Philosophy for Children

* *Area of Concentration*

** *Please refer to the index for page numbers on specific programs.*

MASTER OF FINE ARTS

Studio Art

MASTER OF SCIENCE

Biology

*Biology Science Education

Chemistry

Computer Science

*Applied Mathematics

*Applied Statistics

*Informatics

Geoscience

Mathematics

*Computer Science

*Mathematics Education

*Pure and Applied Mathematics

*Statistics

Statistics

BACHELOR OF ARTS/MASTER OF ARTS

Practical Anthropology

* *Area of Concentration*

** *Please refer to the index for page numbers on specific programs.*

ACADEMIC CALENDAR*

FALL 2001-SPRING2002

FALL SEMESTER 2001

Labor Day Holiday (No Classes)	Monday, September 3
Opening Day (No Classes)	Tuesday, September 4
Classes Begin	Wednesday, September 5
University Day (University Day events will take the place of scheduled classes)	Wednesday, October 24
Thanksgiving Holiday (No Classes)	Thursday - Sunday, November 22-25
Classes End	Friday, December 14 (Sunday, December 9 for weekend courses)
Examination Period	Monday-Friday, December 17-21 (Friday-Thursday, December 14-20 for evening/weekend and off-campus undergraduate and graduate courses)
End of Semester	Friday, December 21

SPRING SEMESTER 2002

Classes Begin	Wednesday, January 16
Martin Luther King Holiday (No Classes)	Monday, January 21
Spring Recess (No Classes)	Monday-Sunday, March 11-17
University Day (University Day events will take the place of scheduled classes)	Wednesday, March 20
Easter Holiday (No Classes)	Friday-Sunday, March 29-31
Thursday Designated As A Monday	Thursday, May 2
Classes End	Friday, May 3 (Sunday, April 28 for weekend courses)
Examination Period	Monday-Friday, May 6-10 (Friday-Thursday, May 3-9 for evening/weekend and off-campus undergraduate and graduate courses)
End of Semester	Friday, May 10
Commencement	Friday, May 24 (tentative)

*Montclair State University reserves the right to modify this calendar. Please refer to the current semester Schedule of Courses booklet for the most recent published calendar information.

ACADEMIC CALENDAR*

SUMMER 2002 - FALL 2002

SUMMER SESSIONS 2002

Pre-Session (Three Weeks, No Friday Classes)	Monday, May 20-Thursday June 6 (11 sessions)
Pre-Session (Four Weeks, No Friday Classes)	Monday, May 20-Thursday June 13 (15 Sessions)
Twelve-Week Session (No Friday Classes)	Monday, May 20-Thursday, August 8 (extended hours Monday and Thursday, 11 sessions)
Memorial Day Holiday (No Classes)	Monday, May 27
Saturday Classes	Saturday, June 1-August 3 (10 sessions)
Eight-Week Session (No Friday Classes)	Monday, June 17-Thursday, August 8
First Four-Week Session (No Friday Classes)	Monday, June 17-Thursday, July 11
Six-Week Session (No Friday Classes)	Monday, July 1-Thursday, August 8
Independence Day Holiday (No Classes)	Thursday, July 4
Second Four-Week Session (No Friday Classes)	Monday, July 15-Thursday, August 8
Post-Session (No Friday Classes)	Monday, August 5-Thursday, August 22 (12 sessions)

FALL SEMESTER 2002

Labor Day Holiday (No Classes)	Monday, September 2
Opening Day (No Classes)	Tuesday, September 3
Classes Begin	Wednesday, September 4
University Day (University Day events will take the place of scheduled classes.)	Wednesday, October 23
Thanksgiving Holiday (No Classes)	Thursday-Sunday, November 28- December 1
Classes End	Friday, December 13 (Sunday, December 8 for weekend courses)
Examination Period	Monday-Friday, December 16-20 (Friday-Thursday, December 13-19 for evening/weekend and off-campus undergraduate and graduate courses)
End of Semester	Friday, December 20

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ACADEMIC CALENDAR*

SPRING 2003 - SUMMER 2003

SPRING SEMESTER 2003

Classes-Begin	Wednesday, January 15
Martin Luther King Holiday (No Classes)	Monday, January 20
Spring Recess (No Classes)	Monday-Sunday, March 10-16
University Day (University Day events will take the place of scheduled classes)	Wednesday, March 19
Easter Holiday (No Classes)	Friday-Sunday, April 18-20
Thursday Designated As A Monday	Thursday, May 1
Classes End	Friday, May 2 (Sunday, April 27 for weekend courses)
Examination Period	Monday-Friday, May 5-9 (Friday-Thursday, May 2-8 for evening/week-end and off-campus undergraduate and graduate courses)
End of Semester	Friday, May 9
Commencement	Friday, May 23 (tentative)

SUMMER SESSIONS 2003

Pre-Session (Three Weeks, No Friday Classes)	Monday, May 19-Thursday June 5 (11 sessions)
Pre-Session (Four Weeks, No Friday Classes)	Monday, May 19-Thursday June 12 (15 Sessions)
Twelve-Week Session (No Friday Classes)	Monday, May 19-Thursday, August 7 (extended hours Monday, 11 sessions)
Memorial Day Holiday (No Classes)	Monday, May 26
Saturday Classes	Saturday, June 7-August 9 (10 sessions)
Eight-Week Session (No Friday Classes)	Monday, June 16-Thursday, August 7
First Four-Week Session (No Friday Classes)	Monday, June 16-Thursday, July 10
Six-Week Session (No Friday Classes)	Monday, June 30-Thursday, August 7
Independence Day Holiday (No Classes)	Friday, July 4
Second Four-Week Session (No Friday Classes)	Monday, July 14-Thursday, August 7
Post-Session (No Friday Classes)	Monday, August 4-Thursday, August 21 (12 sessions)

*Montclair State University reserves the right to modify this calendar. Please refer to the current semester Schedule of Courses booklet for the most recent published calendar information.

ABOUT MONTCLAIR STATE UNIVERSITY

The second largest university in New Jersey, Montclair State offers the advantages of a large university—a broad undergraduate curriculum with a global focus, a wide variety of superior graduate programs and a diverse faculty and student body—combined with a small college's attention to students. Montclair State's outstanding faculty is committed to learning through creative teaching informed by scholarship and service. All programs foster critical thinking, understanding and problem-solving, preparing students for lifelong learning.

With more than 250 majors, minors and concentrations, and the nation's only doctorate in pedagogy, MSU provides a comprehensive array of academic programs while remaining accessible and affordable. Through its six schools and colleges—the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, the School of the Arts, the School of Business, and the School of Graduate, Professional and Continuing Education—Montclair State University prepares its students to lead productive and rewarding lives, and to participate responsibly in civic society.

Montclair State provides a superb undergraduate program based in the arts and sciences; a rigorous but flexible master's program designed to provide the specific skills needed to apply knowledge to real-life situations; and an Ed.D. in pedagogy for those educators who are committed to teaching excellence and educational renewal. With concentrations in mathematics education and philosophy for children, this doctoral program is the only one of its kind in the nation.

At MSU, the development and well-being of students is a major importance. Recent innovations implemented to make student life less stressful and more enriching are the Academic Success Center (ASC), in which all counseling services are gathered under one roof; phone-in registration; and Internet connections in all residence hall rooms. Students have differing academic needs and MSU offers a variety of programs to meet them. The Honors Program offers an intellectually challenging interdisciplinary curriculum for academically superior students, and agreements with the University of Medicine and Dentistry of New Jersey provide combined B.S./M.D. or B.S./D.M.D. programs. Several education opportunities are offered for disadvantaged students.

Recognizing that its graduates will be living and working in a global environment, the University provides many opportunities for travel abroad to study, perform, and conduct research. The Global Education Center helps arrange student and faculty exchanges, scholarly visits, conferences and seminars that promote greater global awareness. The state college/university study abroad consortium has its headquarters at MSU.

A new emphasis on science has been marked by a vast increase in the number of biology majors; the opening of Science Hall, MSU's \$18-million, state-of-the-art facility for biology, molecular biology, biochemistry and health careers; and the establishment of the University's first endowed chair, the Herman and Margaret Sokol Chair in Chemistry.

The School of Business has joined a select rank of schools in the nation accredited by the AACSB: The International Association for Management Education, the premiere national accrediting agency for business schools. Only 375 of the approximately 1,500 college business schools in the United States are AACSB accredited, and Montclair State is only the third public university in New Jersey to achieve accreditation for both its undergraduate and graduate programs.

With its foundation as a Normal School for the training of teachers, Montclair State has become an internationally recognized institution for the improvement of education, and is the headquarters of the New Jersey Network for Educational Renewal, a partnership

with several urban school districts. In addition, MSU operates four Professional Development Schools in partnership with local education agencies, and recently began a new initiative, TRUST (Teacher Recruitment for Urban Schools of Tomorrow) to recruit and train math and science teachers for urban secondary schools. Montclair State also has teaching, research, and student and faculty exchange agreements with universities around the world.

A Center of Excellence in the Fine and Performing Arts, Montclair combines outstanding campus facilities with proximity to New York City to offer an extraordinary range of opportunities for students to work with world class musicians, artists, dancers, actors and broadcasters in a program that combines professional training with career entry.

With a strong commitment to public service, Montclair State University offers a variety of noncredit programs to varied constituencies. Each year, more than 1,200 academically gifted youngsters take part in advanced instructional programs offered weekends and during the summer on campus, and close to 500 talented children receive instruction through the Preparatory Center for the Arts. The School of Conservation, a 240 acre facility in Stokes State Forest, which is one of the largest university-operated environmental education centers in the world, providing two- to five-day programs for about 10,000 elementary and secondary school students from around the state. The Psychoeducational Center provides special services to children with learning, reading, speech, and other disabilities, and the campus Child Care Center offers day care for pre-school children of students, faculty, staff and members of the community. The Center for Continuing Education serves the immediate and long range education and training needs of business and industry, community organizations, governmental agencies and individual learners through credit and non-credit courses, certificates, and programs available on and off campus.

Of special interest is the University's Service Learning Program, in which students work with community groups throughout the area as part of their academic course work.

From its founding in 1908, the history of Montclair State University has been one of change, growth and distinction. Proud of its heritage and prepared to respond to the challenges and opportunities of the twenty-first century, Montclair State continues to be a major contributor to the cultural, economic and educational life of the region.

ACCREDITATIONS AND MEMBERSHIPS

Montclair State University is accredited by the Middle States Association of Colleges and Schools. In addition, the National Council for the Accreditation of Teacher Education has granted accreditation for the preparation of elementary and secondary school teachers as well as administrative and school service personnel. Those programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Other academic accreditations include AACSB-The International Association for Management Education (baccalaureate and graduate degree programs in business, School of Business), American Association of Family and Consumer Sciences, (Department of Human Ecology, College of Education and Human Services), American Speech-Language-Hearing Association (Department of Communication Sciences and Disorders, College of Humanities and Social Sciences), National Association of Schools of Art and Design (Department of Fine Arts, School of the Arts), National Association of Schools of Dance (Department of Theatre and Dance, School of the Arts), National Association of Schools of Music (Department of Music, School of the Arts), National Association of Schools of Theatre (Department of Theatre and Dance, School of the Arts), and National

Recreation and Park Association (Department of Health Professions, Physical Education, Recreation and Leisure Studies, College of Education and Human Services). The undergraduate concentration in Professional Computing offered by the Department of Computer Science, College of Science and Mathematics, is accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB).

In addition, the Master's degree, concentration in Early Childhood Special Education offered through the Department of Curriculum and Teaching, College of Education and Human Services, has been approved as meeting the Council for Exceptional Children/National Council for the Accreditation of Teacher Education Specialty Guidelines for special education; the Bachelor of Science degree program in Human Ecology, concentration in Food and Nutrition-Dietetics, and the approved Preprofessional Practice Program (AP4), offered by the Department of Human Ecology, College of Education and Human Services, have been approved by the American Dietetic Association; the Master of Arts degree program in Communication Sciences and Disorders, concentration in Speech-Language Pathology, offered by the Department of Communication Sciences and Disorders, College of Humanities and Social Sciences, has been approved for the preparation of professional personnel in Special Education by the Council for Exceptional Children; the undergraduate minor in Paralegal Studies offered by the Department of Legal Studies, College of Humanities and Social Sciences, has been approved by the American Bar Association; programs offered by the Department of Chemistry and Biochemistry, College of Science and Mathematics, have been approved by the American Chemical Society; and the undergraduate program in Music Therapy offered by the Department of Music, School of the Arts, has been approved by the National Association for Music Therapy.

Montclair State University is a member of the American Association of Colleges for Teacher Education, American Association of State Colleges and Universities, American Council on Education, Association of American Colleges, Association for Gerontology in Higher Education, Council of Graduate Schools in the United States, National Association of State Universities and Land-Grant Colleges, National Network for Educational Renewal and the Holmes Partnership, New Jersey Association of Colleges and Universities, New Jersey Association of Colleges for Teacher Education, North American Association of Summer Sessions, and Northeastern Association of Graduate Schools. Women graduates of Montclair State University are accepted for membership in the American Association of University Women.

ACADEMIC ORGANIZATION

Montclair State University is organized into three colleges and three schools: the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, the School of the Arts, the School of Business, and the School of Graduate, Professional and Continuing Education.

Reporting to the Provost, the Dean of the School of Graduate, Professional and Continuing Education works with the Graduate Council, the academic deans, colleges and schools, and departments in the development, promotion and review of graduate programs; the recruitment, admission, matriculation and advisement of graduate students; and the administration of programs that enhance the quality of graduate education, including the appointment of Graduate Assistants.

The Graduate Council is the primary all-university body for the development of graduate policy and curriculum advisement. Its decisions and recommendations are made through the Graduate Dean to the Provost. Consistent with policies established by the

Board of Trustees, the Graduate Council:

- (1) recommends general graduate admission requirements,
- (2) recommends guidelines for the admission of students to graduate programs,
- (3) recommends guidelines for the admission of faculty to graduate faculty status,
- (4) reviews and makes recommendations about new graduate programs, concentrations or any revisions in graduate programs,
- (5) initiates discussions on and/or reacts to any and all matters affecting graduate faculty, students and programs.

HUMAN RELATIONS STATEMENT ON CAMPUS CLIMATE FOR CIVILITY AND HUMAN DIGNITY

Montclair State University recognizes its responsibility to foster an atmosphere of respect, understanding and good will among all individuals and groups, with special sensitivity to those most likely to be subjected to disrespect, abuse and misunderstanding because of their race, ethnicity, religion, gender, sexual preference, age or disabling condition.

The goal is to create an unbiased community where all individuals feel free to express themselves in ways that are appropriate in a multi-ethnic and multicultural society, and to pursue their work and study in an atmosphere which values individuality and diversity.

Underlying this statement is a respect for differences of opinion and freedom of speech. We must be diligent, however, to assure that differences do not degenerate into name-calling or insulting of individuals or groups. Such behavior can be destructive of courtesy and civility and endangers the environment needed for engaging in productive dialogue.

Montclair State condemns any behavior which devalues persons and endangers the learning and work environment. Such acts include, but are not limited to, threats or acts of physical violence, verbal abuse, harassment, and discrimination.

Montclair State encourages the practice of this human relations statement in every aspect of campus life.

SMOKING REGULATION

Montclair State University is subject to NJSA 26:3D-15 through 21 on smoking in public places (Health and Vital Statistics). In compliance with this law, the President approved a revised smoking regulation which was endorsed by the Senate on October 27, 1993 upon the recommendation of the ad hoc Smoking Cessation Committee. The regulation prohibits the smoking or carrying of lighted cigars, cigarettes, pipes, or any matter or substance which contains tobacco in all indoor spaces on the Montclair State campus.

Indoor smoking is permitted only in private, fully-enclosed student residence hall rooms. If the room is jointly occupied, smoking is permitted only by consensus of all individuals occupying the room.

Any member of the campus community may ask an individual to comply with the provisions of this regulation or may file a complaint with Campus Safety and Security, who may issue a summons. Any individual who fails to comply is subject to a fine as determined by the local court where the summons is filed.

COLLEGES AND SCHOOLS OF THE UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES

Dean: Ada Beth Cutler, Ed.D.

The College of Education and Human Services includes six departments, each of which offers the Master of Arts or Master of Education degree in a variety of fields leading to and strengthening skills needed for professional careers in private industry, government agencies, non-profit organizations, and public and non-public schools. In addition, the Center of Pedagogy houses the Doctor of Education (Ed.D.) degree. The Master of Education is housed in the department of Curriculum and Teaching. The Master of Education, with concentrations in Critical Thinking and Philosophy for Children, is housed in the department of Educational Foundations.

The College has responsibility for coordinating the non-degree post-baccalaureate teacher certification program. A Master of Arts in Teaching (M.A.T.) program is also available to those seeking initial certification. The College has a commitment to offering graduate programs to urban school personnel through Project THISTLE, and provides a sequence of courses required for Substance Awareness Coordinator Certification.

Arrangements can be made to offer graduate programs to employees of public schools and other organizations on site.

Centers, departments, programs, and concentrations within the College are:

Center of Pedagogy

Pedagogy (Ed.D)

Counseling, Human Development and Educational Leadership

Counseling, Human Services and Guidance (MA)

Human Services*

Administration and Supervision (MA) (Required for Principal Certification)

Educator Trainer (Training Personnel)*

Certification Programs for: School Administrator (Superintendent), Supervisor, School Business Administrator, School Social Worker, Student Personnel Services (Guidance Counselor), Substance Awareness Coordinator eligibility

Curriculum and Teaching

Master of Arts in Teaching (MAT)

Teaching Middle School Philosophy*

Master of Education (MEd)

Post-baccalaureate Certification

Technology Education (MA)

Master's Degree Program

Early Childhood Special Education*

Learning Disabilities*

Post MA certification program in Learning Disabilities

Post BA certification program in Special Education

Certificate Program: Collaborative Teaching for Inclusive Settings

Educational Foundations

Master of Education (MEd)

Critical Thinking*

Philosophy for Children*

Philosophy for Children Specialization within the Ed.D. in Pedagogy

Health Professions, Physical Education, Recreation and Leisure Studies

Health Education (MA)

Physical Education (MA)

Coaching and Sports Administration*

Exercise Sciences*

Teaching and Supervision of Physical Education*

Certificate Program: Health Education

Human Ecology

Human Ecology (MA)

Family Life Education*

Family Relations/Child Development*

Home Economics Education*

Home Management/Consumer Economics*

Nutrition Education*

Reading and Educational Media

Reading (MA)

Certification Programs for: Media Specialist, Reading Specialist

**Area of Concentration*

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Dean: Richard J. Gigliotti, Ph.D.

Graduate programs in the College of Humanities and Social Sciences are designed to accomplish four objectives:

- (1) to provide the opportunity for students to acquire advanced knowledge in one of its major areas of instruction;
- (2) to acquaint students with the interrelatedness of the various fields within the Humanities and Social Sciences as well as their relationship to other disciplines;
- (3) to familiarize students with the particular methodologies of their field;
- (4) to provide students with the background to do creative and independent work and research during and after their graduate career.

The College of Humanities and Social Sciences comprises a number of disciplines, the boundaries of which are constantly changing and expanding. At the same time,

research within the disciplines is becoming more specialized. The necessity for constant study, therefore, impact upon everyone involved in these areas whether he or she works in education, government, industry, or the professions.

The departments within the College of Humanities and Social Sciences provide programs in various fields and offer advanced courses for teachers who wish to enhance their preparedness for specialized secondary school subjects.

All of the programs provide excellent preparation for those wishing to go on for degrees at the doctoral level.

Departments, programs, and concentrations within the College are:

Anthropology

Practical Anthropology (BA/MA—Combined Bachelor and Master of Arts in
Practical Anthropology)
Social Sciences (MA)
Anthropology*

Communication Sciences and Disorders

Communication Sciences and Disorders (MA)
Speech-Language Pathology*

English

English (MA)

French, German, and Russian

French (MA)

History

Social Sciences (MA)
History*

Legal Studies

Legal Studies (MA)
Dispute Resolution*
Legal Management, Information, and Technology*
Certificate Program: Paralegal Studies

Linguistics

Applied Linguistics (MA)
Certificate Program: Teaching English to Speakers of Other Languages

Psychology

Educational Psychology (MA)
Child/Adolescent Clinical Psychology*
Clinical Psychology for Spanish-English Bilinguals*
Psychology (MA)
Industrial and Organizational Psychology*
School Psychology Certification
Certificate Program: Child Advocacy

Sociology

Applied Sociology (MA)

Spanish/Italian

Spanish (MA)
Certificate Program: Translation and Interpretation in Spanish

*Area of Concentration

COLLEGE OF SCIENCE AND MATHEMATICS

Dean: Robert S. Prezant, Ph.D.

The College of Science and Mathematics is strongly committed to graduate programs which provide a balance between theoretical and applied approaches to the study of advanced topics. Through interaction with dedicated faculty, graduate students have a unique opportunity to learn how mathematics, science and computing are performed and utilized to solve problems. Faculty consult with industry and do research in areas such as animal behavior, applied mathematics, biochemistry, botany, computer science, conducting polymers, entomology, environmental issues, immunology, microbiology, molecular biology, and statistics. Interactions with corporations in the insurance, petroleum, and pharmaceutical industries as well as with science, mathematics, and computer science educators and practitioners enrich classes and provide opportunities for the support of graduate students through research assistantships. Students are encouraged to pursue the thesis option as a logical conclusion of the pursuit of knowledge through research. Non-thesis alternatives are available in most programs. Graduate assistantships and scholarships are available on a limited basis for qualified students.

Modern laboratory equipment for research and teaching include Fourier Transform Infrared Spectroscopy, Fourier Transform Nuclear Magnetic Resonance Spectroscopy, x-ray diffraction, greenhouse, automated sequencer, animal facilities, digital exploration seismography, ground penetrating radar, resistivity survey equipment, Gas Chromatography-Mass Spectroscopy, High Performance Liquid Chromatography, Scanning Electron Microscopy, Transmission Electron Microscopy, and Ultracentrifugation. Since scientific computing has unique requirements, the College is continually enhancing its fiber optic network (SCInet). The network includes student access to UNIX based Sun servers and workstations, PCs, Macs and the Internet.

The College contributes to the Ed.D. in Pedagogy by offering the specialization in Mathematics Education. The College also offers sixteen master's degree program options, including the Master of Arts in Teaching (MAT) program, to prepare students for careers in education, industry, government, and for future study in Ph.D. or professional programs.

Departments, programs and concentrations within the College are:

Biology and Molecular Biology

Biology (MS)

Biology Science Education*

Certificate Program: Molecular Biology

Chemistry and Biochemistry

Chemistry (MS)

Computer Science

Computer Science (MS)

Applied Mathematics*

Applied Statistics*

Certificate Program: Cisco

Certificate Program: Object Oriented Computing

Earth and Environmental Studies

Environmental Studies (MA)

Environmental Education*

Environmental Health*

Environmental Management*

Environmental Science*

Geoscience (MS)

Certificate Program: Water Resource Management

Mathematical Sciences

Mathematics (MS)

Computer Science*

Mathematics Education*

Pure and Applied Mathematics*

Statistics*

Mathematics Education Specialization within the Ed.D. in Pedagogy

Statistics (MS)

**Area of Concentration*

SCHOOL OF THE ARTS

Dean: Geoffrey W. Newman, Ph.D.

Montclair State University is a designated center of excellence for the fine and performing arts. Its School of the Arts offers graduate programs in fine arts, music, speech, theatre, and communications. In addition, the School includes a Music Preparatory Division, which offers instruction to children from age 3 through high school, and the office of Theatrefest, Special Projects and Cultural Programming which presents major dance, music, theatrical, literary events, and an International Center for the Arts. The School also coordinates and supports three major art galleries.

The School of the Arts provides professional training and education for students seeking careers in the arts, education, public service, or management. The School presents cultural events and offers courses and experiences in the arts for the enrichment of campus and community life. The resources of the School are taken to the community in the form of theatrical productions, chamber music, dance concerts, lectures, and demonstrations. The School seeks to stimulate public interest and support for the arts and to encourage research, creative work, and experimentation in the arts.

Departments, programs, and concentrations within the School are:

Fine Arts

Fine Arts (MA)

Art History*

Studio*

Studio Art (MFA)

Music

Music (MA)

Music Education*

Music Therapy*

Performance*

Theory Composition*

Speech Communication

Speech and Theatre (MA)

Communication Arts*

Theatre and Dance

Speech and Theatre (MA)

Theatre*

**Area of Concentration*

SCHOOL OF BUSINESS

Dean: Alan Oppenheim, Ph.D.

The School of Business offers a range of graduate programs that prepares students to be decision-makers, leaders, and entrepreneurs, ready for broad-spectrum managerial responsibilities or for success as higher-level professional specialists. As a School of Business of a regional state university that provides quality education to a diverse student body, the goal is to graduate students who are immediately effective in cutting-edge business organizations. The School is accredited by the AACSB - International Association for Management Education.

The Master of Business Administration (MBA), Master of Arts in Business Education, and Master of Arts in Social Sciences, concentration in Economics programs have specific goals and objectives to enable students to build on their background and to assist graduates to advance in their chosen careers.

Departments, programs, and concentrations within the School are:

Accounting, Law and Taxation

Business Administration (MBA)

Accounting*

Economics and Finance

Business Administration (MBA)

Business Economics*

Finance*

Social Sciences (MA)

Economics*

Information and Decision Sciences

Business Administration (MBA)

Management Information Systems*

Business Education (MA)

Management

Business Administration (MBA)

Management*

Marketing

Business Administration (MBA)

International Business*

Marketing*

**Area of Concentration*

MASTER OF BUSINESS ADMINISTRATION

The goal of the Montclair MBA is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgments, and effectively implement chosen options. The program's structure emphasizes the development of analytical capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The program stresses the theoretical foundations of management-oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and practice builds a strong foundation for immediate application as well as post-graduate professional growth.

MASTER OF ARTS IN BUSINESS EDUCATION

The Master of Arts program in Business Education prepares teachers for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, the program design offers considerable flexibility enabling candidates to explore advanced areas of study in accordance with their own backgrounds, experiences, achievements, and professional aspirations. With careful course selection and planned use of the program's free electives, candidates may qualify for New Jersey certification in Administration and Supervision in Business Education and/or Cooperative Business Education.

MASTER OF ARTS IN SOCIAL SCIENCES: CONCENTRATION IN ECONOMICS

The Master of Arts in Social Sciences: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business-oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation, and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit.

SCHOOL OF GRADUATE, PROFESSIONAL AND CONTINUING EDUCATION

Dean: Carla M. Narrett, Ph.D.

The School of Graduate, Professional and Continuing Education has responsibility for all education at the post-baccalaureate level. Within the School of Graduate, Professional and Continuing Education, the Graduate School provides leadership and direction for the University's graduate programs. It strives to create a learning environment that will ensure the highest quality graduate programs in keeping with the university's overall mission of teaching, research, and public service. Working with the faculty, the Graduate School is committed to providing access to programs and services for qualified students of all racial, cultural, and ethnic backgrounds, and to meet the needs of the State of New Jersey and the region.

In concert with the Graduate Council, the Graduate School:

- continuously reviews the University's graduate programs and policies;
- establishes and maintains appropriate admission and academic standards;
- encourages student inquiry and critical thinking;
- provides enhanced levels of professional competence;
- fosters research and scholarly activity;
- supports interdisciplinary endeavors.

There are 35 different graduate degree programs leading to a range of degrees including the Doctor of Education, Master of Fine Arts, Master of Business Administration, Master of Arts, Master of Science, Master of Arts in Teaching and Master of Education.

The Center for Professional and Continuing Education engages a wide range of constituencies on and off campus to help shape and implement programs for working professionals seeking to advance or update their skills as well as members of the community interested in lifelong learning opportunities. The Center works with corporate and government clients as well as other regional employers. The Center develops collaborative arrangements with various groups and organizations to ensure that the university responds quickly and effectively to marketplace demands. Additionally, the Center directs the non-degree undergraduate program, including professional certificate programs.

ACADEMIC FACILITIES

Montclair State is located on a 200-acre campus in Upper Montclair, New Jersey, 14 miles west of New York City. In addition to classrooms and studios, our facilities provide two modern theaters; a recital hall; a theater arts workshop; science and language laboratories; food laboratories; clothing laboratory in Human Ecology; auto and power, energy, metals, and plastics laboratories; human performance laboratory in Panzer School Center and on-campus housing for approximately 2,100 men and women.

The Science Hall, which opened for occupancy in the Fall, 1999, is a 60,000 square foot building which houses the Department of Biology and Molecular Biology, the Health Careers Program, and the biochemistry component of the Department of Chemistry and Biochemistry. There are 11 teaching labs and 19 research labs, a roof-top greenhouse, a roof-top telescope, and the Sokol seminar room.

COMMUNICATION DISORDERS CENTER

The Communication Disorders Center is the clinical education and training facility for the master's degree program in speech-language pathology offered by the Department of Communication Sciences and Disorders. Student-clinicians, under the supervision of department faculty and professional staff, apply the diagnostic and treatment methods they have learned in their courses to assist children and adults of all ages who have disorders of communication. The Center is in operation all year, including the summer pre-session and six-week session. Services are provided to children and adults from the communities surrounding the campus and to students and staff of the university. The services available include the evaluation and treatment of disorders of articulation, voice, language, and fluency (stuttering) and for the communication problems related to hearing impairment, stroke, cleft palate, cerebral palsy, or cognitive deficits. Assistance with accent reduction is also available. For further information contact the clinic coordinator, Elaine Hitchcock, telephone, (973) 655-4232; fax, (973) 655-7072.

CURRICULUM RESOURCE CENTER

Located in Chapin Hall, the Curriculum Resource Center houses a collection of educational materials for use by students, teachers, curriculum committees, and others interested in teaching resources. The Center's collection includes: textbooks, curriculum guides from New Jersey and schools across the nation, professional books, audio/video programs, activities and games. Also available for instruction and use in the Center are: computers, software, CD-ROM and laserdisc programs and a state-of-the-art "classroom of the future." Late afternoon and early evening hours are available for the convenience of graduate students and teachers. For further information, call (973) 655-5220.

GLOBAL EDUCATION CENTER

The Global Education Center at Montclair State University oversees all international endeavors on campus, plans new efforts and enhances international programs at the University. The Center encourages faculty to develop international expertise in their

disciplines, teaching exchanges, travel programs and participation in international conferences. Through partnerships with international institutions, it assists in developing collaborative undergraduate and graduate programs. The Center provides opportunities for students to travel and study in every continent (except Antarctica) through semester-long study abroad programs, student exchanges, summer institutes and study tours. Students who study abroad are eligible to apply for scholarships through the Center. International scholars visiting MSU are housed in International Visitor Guest House which is administered by the Global Education Center.

The Center, located at 22 Normal Avenue, features a print and video library of international study programs and is open between 8:30 a.m. and 4:30 p.m.

INFORMATION TECHNOLOGY

The Office of Information Technology (OIT) is the group within Montclair State University that provides the communications infrastructure and information technology support for all students, faculty and staff.

The **Customer Assistance Group** (known as CAG) is responsible for supporting and maintaining university-owned hardware, establishing software and hardware standards for all desktop/laptop devices, handling configuration and general software questions and taking service requests for all areas of OIT. CAG services include purchase assistance, installation, maintenance and repair of university-owned hardware. CAG also manages the desktop resources, both hardware and software. CAG provides a helpdesk called the Helpline, which is available during all business hours as well as extended evening hours for basic assistance with common productivity software. The Helpline logs and communicates requests for computer assistance and services provided by all components of OIT. The Helpline can be reached at 973-655-7971.

The **Computer Assisted Learning Environments** (CALE) supports the public student computer lab facilities and classrooms with computer technology. Public CALE facilities include a standard software install of Microsoft Office, Internet accessibility, SPSS and SAS as well as other applications. CALE is part of the Customer Assistance Group. Questions about CALE can be directed to the Helpline at 973-655-7971.

Management Information Systems (MIS) maintains and manages the campus administrative systems including the Student Information System. These systems house information pertaining to all students, including grading and finance records. MIS also provides support and service to the groups on campus that use, maintain and generate reports from these systems. MIS can be contacted at 973-655-5499.

Systems, Security, Networking and Telecommunications (SSNT) provides infrastructure services to the campus including the campus network, Internet access from both on and off campus via the MSU-ISP, telephone services and systems including campus-wide email. Networking maintains the campus fiber optic system, the internal building wiring, the wireless structure, and the networking equipment and software.

RESnet, part of Systems, Security, Networking and Telecommunications, provides networking connections to students within the residence halls. These connections provide

access to the Internet. RESnet can be contacted through the Internet at <http://resnet.montclair.edu> or through the Helpline at 973-655-7971.

Telecommunications, also part of Systems, Security, Networking and Telecommunications, provides all telephones to the campus, including the student residence halls. All residents have access to the telephone system, using individual authorization codes that allow individualized billing for each student. Telecommunications can be contacted through the Helpline at 973-655-7971 or at 973-655-4107 or 973-655-7751.

Teaching and Learning Resources (known as T&LR) is responsible for deploying and maintaining educational equipment such as projection devices, mobile teaching stations and The Distance Learning Room (located in CO-310). The Distance Learning Room can participate in 2-way audio and video transmission and can be used as a satellite downlink site. Instruction on how to use educational equipment or The Distance Learning Room is also available through T&LR. Questions about T&LR can be directed to 973-655-4242 or through the Helpline at 973-655-7971.

Technology Training and Integration (known as Training) is responsible for providing technology-related activities, materials and training for MSU faculty and staff. Training provides one-on-one support, project advisement, semi-structured workshops and support to campus events. Training also provides assistance to faculty on how to integrate technology into an instructional program. In conjunction with CAG, Training provides support on web-based course management systems and publishing. Training maintains CO-123, which serves as both a training room and an educational technology lab. As part of OIT, Training coordinates the OIT website and publishes a newsletter, both of which are available to students, faculty and staff at MSU. Information, registration, information requests or questions about Training can be directed to 973-655-5449 or through the helpline at 973-6557971.

INTERNATIONAL SERVICES

The Office of International Services (OIS) is responsible for the general growth, development, and welfare of all international students, scholars, and faculty on campus. The OIS provides advising on legal matters pertaining to Immigration and Naturalization Service (INS) regulations, and individual advising and workshops in the areas of adjustment to Montclair State University and the United States. In addition, orientation sessions are held twice each year for students and scholars, and immigration workshops are scheduled throughout the year. The OIS publishes *A Students' Guide to Immigration and Crossroads*, a newsletter for international students. Liaison services for students, faculty, and scholars with the U.S. State Department, the U.S. Immigration and Naturalization Service, and U.S. Embassies and Consulates also are provided. All new international students, scholars, and faculty should contact this office located at 22 Normal Avenue, (973) 655-4253, within the first two weeks of the semester for information. Visit us on the web at www.montclair.edu/International.

LABORATORY AND SPECIAL FACILITIES

Well-equipped laboratories support research in the mathematical and natural sciences. The Psychoeducational Center and the Reading Center also provide learning opportunities for graduate students.

LIBRARY

The Harry A. Sprague Library provides a range of print, media, and electronic resources and offers many services to student, faculty, staff, and the public.

The collections of the Library contain more than 400,000 volumes, and materials in diverse formats such as microforms, video and audio cassettes, CDs and software. The Library subscribes to over 2,600 periodicals. The Library is a depository for US and NJ government documents that are available in print, microform, CD ROM, and on-line formats. The Library's home page provides access to LINC, the Library's online public access catalog (OPAC), and to other information about the Library's resources and services. Through the Library's home page, several on-line databases may be searched from any computer in the Library or on campus that is connected to the campus network. Other electronic databases are available on computers in the Reference area of the Library.

Librarians are available for assistance at the Reference Desk. Upon request by the faculty, orientation sessions and classes on research methodology and resources in a specific discipline are given by librarians. Students may request individual consultations regarding research papers or presentations.

Materials not held in the Library are obtained through interlibrary loan from other libraries. MSU students may borrow from the libraries of state colleges and universities in New Jersey and the New Jersey Institute of Technology by presenting their current validated MSU ID card. MSU students may consult materials in the libraries of Rutgers University and the University of Medicine and Dentistry of New Jersey.

Information Technology maintains a computer lab on the second floor of the Library that is used for word processing, electronic mail, accessing the Internet, and other computing needs.

A validated ID is needed to borrow materials from and use some of the services of the Library.

A faculty and graduate student study room is available for quiet study on the lower level of the Library.

Hours are posted in the Library, on the Library's home page, or call (973) 655-4298 for changes in opening hours for summer sessions, intersessions, holidays, and for inclement weather closings.

For more information, please call one of the numbers below:

General Library Information	(973) 655-4291
Library Hours	4298
Dean of Library Services	7667
Circulation and Reserve	4288
Computer Lab	7701
Government Documents	7145
Interlibrary Services	7143
Multimedia Resources	5119
Periodicals	5270
Reference and Information	4291
Sprague Library Home Page:	http://www.montclair.edu/Pages/Library/Library.html

MARINE SCIENCES CONSORTIUM

The facilities of the New Jersey Marine Sciences Consortium, including the field station and laboratories at Sandy Hook, are available to Montclair State students. The consortium sponsors an extensive summer program of regular and independent study courses in the marine sciences at the graduate level.

PSYCHOEDUCATIONAL CENTER

The Center has been designed to train graduate students in the areas of special education, learning disabilities, school psychology, and music therapy. It additionally serves the community by offering programs that suit the mutual needs of students and clients. The Center operates an assessment component, Demonstration Program, Jeffrey Dworkin Early Childhood Program, and the Summer Intervention Program on campus.

READING AND STUDY SKILLS CENTER

The Reading and Study Skills Center, located in the southwest corner of College Hall, offers assistance to all students in studying from textbooks, developing flexibility of reading rate, and personal reading improvement. Diagnosis of reading and study skills, counseling, and tutoring are also available.

In addition to campus services available in the Reading and Study Skills Center, community needs are served by a reading clinic for ages 6 - 18. The Reading and Study Skills Center provides clinical and educational experiences for undergraduates and graduate students also.

TELEVISION CENTER

The DuMont Television Center functions as a support facility to the University and community. It serves as a laboratory for departments within MSU which instruct about television. The center assists with television services, including maintenance, repair, duplication of videotapes, advisement, consultation, video satellite viewing, distance learning, video teleconferences, and international standards conversion (VHS only). It also supports projects in television production for the university administration, instructional programs, students and co-curricular activities. Whenever possible, assistance is provided to the outside community.

The DuMont Television Center is located at the south end of Life Hall, room 117, telephone (973) 655-4341

ADMISSION AND MATRICULATION

To be admitted to graduate study at Montclair State University, an applicant must have a baccalaureate degree from an accredited college or university in the United States or its equivalent from a foreign institution of higher education. An applicant must also have an appropriate academic background for the program or degree desired. To be matriculated in a particular degree program, the applicant must submit all required credentials and receive an admissions decision issued by the Graduate School.

Applicants are evaluated on several criteria (e.g., grade point average, test scores, recommendations, interviews, essays and/or standardized portfolios, auditions) to enable the University to identify those students who demonstrate the greatest promise of scholarly achievement and ability to benefit from their proposed program of study.

Applications/Enrolling in Graduate Classes: For many programs, Montclair accepts applications on a rolling basis. However, a number of programs have fixed dates for the receipt of the application as well as all necessary credentials. Applicants should consult the current graduate application packet for specific information.

A maximum of six completed graduate credits (12 credits for the MFA) may be allowed for transfer to a degree program prior to attaining matriculated status. This six credit total includes all transfer credits taken at other institutions and non-degree credits taken at Montclair State University. A student must meet all course prerequisites. Successful completion of these six semester hours does not guarantee admission into a degree or certification program.

Students enrolled in graduate certificate programs may be eligible to transfer all or some of the graduate-level credits earned in the certificate program to a related master's degree program. Specific details on eligibility and transfer requirements may be obtained from the certificate program advisor.

Obtaining Graduate Admissions Information: Please contact the Graduate School, College Hall 203, (973) 655-5147 or (800) 331-9207; visit our "Request for Information" website at: <http://www.montclair.edu/graduate> or e-mail: Graduate.School@Montclair.edu. The Graduate School office is open from 8:30 a.m.-4:30 p.m., Monday through Friday. During fall and spring semesters, the office is open Thursday evenings until 7:00 p.m. These hours are subject to change. Summer office hours vary, please contact the Graduate School for up-to-date information.

When enrolling as a matriculated graduate student, it is critical that a student receive advisement prior to registering for courses. For graduate information and/or to be directed to the appropriate advisor check the Directory of Graduate Advisors in the back of this catalog.

GENERAL REQUIREMENTS

Transcript: One copy of an official transcript must be submitted from each college and university attended. Exception: Montclair State University transcripts will be obtained by the Graduate School directly from the Office of the Registrar, upon signed authorization of the student on the graduate application.

Standardized Test Scores: The Graduate Record Examination (GRE) is required of all students applying for admission to a degree program, except: applicants to the MBA program who are required to take the Graduate Management Admission Test (GMAT); applicants to the Counseling area of the Department of Counseling, Human Development and Educational Leadership, to the M.A. in Fine Arts or the M.Ed. who are required to take the GRE or the Miller Analogies Test. Some departments also require a GRE subject test in the applicant's proposed field of study. GRE scores are not required of applicants to the M.F.A. in Studio Art, but a portfolio is required. Students should check the current graduate application packet for specific information.

Students should arrange to have official notification of their test scores sent directly to the Graduate School. Since it generally takes about four weeks for test scores to reach the University, students are advised to take the required test as soon as possible. Information regarding the GRE is available from (609) 771-7670 or (800) GRE-CALL. Information regarding the GMAT is available from (609) 771-3330 or (800) GMAT-NOW. Information may also be obtained from the Office of Career Services at Montclair State, (973) 655-5194. The Miller Analogies Test is now offered at MSU through Academic Need Assessment, Morehead Hall, room 305, (973) 655-4476; ana@mail.montclair.edu. For general information about the Miller Analogies Test, contact The Psychological Corp., San Antonio, Texas 78204, (800) 622-3231. The following web page addresses may be useful: www.gmat.org; www.gre.org; www.hbtpc.com.

Recommendations: Recommendations from at least two persons who are qualified to evaluate the applicant's promise of academic achievement are required for admission to all degree programs, except the program leading to certification as a school psychologist and the doctoral program which require three recommendations.

Statement of Objectives: All students applying for admission are asked to provide a statement outlining their goals and purposes in the graduate study they wish to pursue.

Teaching Certificate: A copy of an applicant's teaching certificate(s) is required of all students seeking admission to a program leading to advanced certification or certification in an additional teaching field. Some graduate degree programs require applicants to submit copies of any teaching certificates. Please refer to the current graduate application form for specific information.

Acceptance Procedure: Only complete application files are reviewed for admission, i.e. all required credentials are on file. Applicants who meet the standards for admission will be advised by letter from the Graduate School to meet with the appropriate advisor to complete the admission review process. Once the applicant meets with the appropriate advisor, final notice of the admission status is sent by letter from the Graduate School.

Matriculation: Students who are fully accepted into a degree program will be formally matriculated and given an official work program developed in conference with the graduate advisor. The student will receive official notification of matriculation from the Graduate School.

Deferred Matriculation: Applicants with inadequate undergraduate preparation may be admitted to study on a deferred matriculation basis with the understanding that eligibility for matriculation will be established in a manner prescribed by the department in which the student wishes to matriculate. Course work and other study undertaken to remedy the ability to do graduate-level coursework may be in addition to the regular program requirements.

Conditional Matriculation: Applicants with marginal qualifications may be admitted to study on a conditional matriculation basis with the understanding that eligibility for full matriculation will be established in a manner prescribed by the department in which the student intends to matriculate. Coursework and other study undertaken to demonstrate the ability to do graduate-level coursework may be in addition to the regular program requirements.

Non-Degree Students: Individuals who have a baccalaureate degree and want to enroll in particular courses without admission to a degree, certificate, or certification program may apply for admission as non-degree students. However, some degree programs (i.e., the Ed.D., the M.B.A., the M.F.A., and the M.A. in Communication Sciences and Disorders, Speech-Language Pathology concentration) do not allow non-degree students to enroll in program courses.

There are two classifications of non-degree: professional or general. The general non-degree classification is used for students who are not sure which graduate program to pursue but are interested in taking one or two classes. General non-degree students are eligible to take up to six credits of coursework. Students may only transfer a maximum of six credits of general non-degree coursework to a graduate degree program (12 credits for the MFA).

The professional non-degree classification is used for those students who are not interested in earning a graduate degree and belong to one of the following categories:

- seeking career advancement or professional development;
- satisfying accreditation/licensure requirements;
- applying for certification through the State of New Jersey; or
- taking undergraduate courses to prepare for a graduate degree program.

Admission on a non-degree basis does not imply acceptance in or eligibility for matriculation in any degree program. A maximum of six graduate credits may be applied toward a degree program (12 credits for the MFA).

Admission of Veterans: Veterans seeking admission to a graduate program should apply to the Veterans Administration for a certificate of eligibility and entitlement well in advance of the registration date. These forms may be obtained at the Financial Aid Office located in College Hall, Room 321.

The Veterans Administration has established certain limitations, particularly with regard to changes in courses. It is therefore important that veterans clearly state their educational objectives on all appropriate forms.

To insure that the application is in order, and that the veteran has fulfilled the requirements of the GI bill, the veteran should report during registration to the Veterans' Counselor.

International Applicants: As proficiency in spoken and written English is prerequisite to graduate study at Montclair State, TOEFL (Test of English as a Foreign Language) scores are required for all applicants who have degrees from institutions where English is not the language of instruction. TOEFL is administered world-wide by the Educational Testing Service (E.T.S.) of Princeton, New Jersey. Scores from this test should be sent to the Graduate School directly from E.T.S.. Please contact ETS or your local ETS representative for more information about the TOEFL. Additional information may also be found at the following web address: www.toefl.org.

All international applicants must request a course-by-course evaluation from World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, USA, (212) 966-6311; www.wes.org. A copy of the report should be sent to the Graduate School at Montclair State University.

It is necessary for all non-citizens who have not earned a degree in the United States (or in an English speaking country) to take an English language proficiency test which is separate from the TOEFL. International students will be permitted to register only after results from this English test have been received. International students who earned undergraduate (or graduate) degrees in a country where English is not the official language are required to take the MSU ESL placement test and score at a level of IV or higher. Students who do not place at this level will be required to take ESL courses up to and including ESOL 154. Students will be issued an ESL checklist that specifies courses to be followed; graduate advisors will include this information on the student's work program. All ESL courses should be completed as quickly as possible and no later than the beginning of the third semester of graduate study.

Undergraduate Seniors in Graduate Courses: Montclair State University undergraduate seniors within 16 semester hours of completing baccalaureate degree requirements, who possess at least a 2.70 grade point average and have taken all required prerequisites, may apply to take up to 6 hours of 500 level coursework for either undergraduate or graduate credit, if prior permission is granted through the Graduate School.

Qualified undergraduates taking graduate courses for graduate credit must pay appropriate fees and tuition at the graduate student rates. Admission of an undergraduate to courses at the graduate level does not imply future acceptance into a graduate degree program.

Visiting Students: Graduate students matriculated at another college should consult the Schedule of Courses booklet for details on how to register for courses.

ACADEMIC POLICIES AND REGULATIONS

Policies and regulations governing graduate students at Montclair State University are found in a number of publications such as the Course Schedule Booklet and the Student Handbook. Some of the most relevant academic policies are listed here.

Course Load: Nine semester hours constitute a full-time course load. Graduate assistants are required to carry six semester hours for full-time status.

Course Numbering and Scheduling: Selected courses numbered from 400 through 499 are undergraduate courses. They may be taken for graduate credit only with the permission of the graduate advisor in the student's major department and only to the extent approved by regulations governing graduate studies. At this time, no more than two courses for a master's program may be numbered from 400 through 499. No courses numbered 400-499 may be applied to doctoral degree programs. Courses numbered below 400 are not acceptable for graduate credit.

Courses numbered 500 to 699 are open only to graduate students. (Refer to index for page number for section on Undergraduate Seniors in Graduate Courses.) Courses are scheduled in the late afternoon and evening during the fall and spring semesters for most programs. Summer Sessions graduate courses are scheduled in both the day and evening.

Courses numbered from 700 to 899 are doctoral-level courses. Courses numbered 800 and above are open only to matriculated doctoral students.

Prerequisite Courses: It is the student's responsibility to satisfactorily complete a prerequisite course before scheduling a dependent course.

Restrictions for Graduate Credit: No credit is granted toward the Master of Arts degree for certain 400 level courses which are required for instructional certification.

Courses taken ten or more years prior to the date of the student's matriculation will not be accepted for credit toward the master's degree, except upon recommendation to the Graduate School by the major department and the appropriate academic dean.

Credit is not allowed for courses taken on an audit basis.

It is the obligation of each student to ensure that no course undertaken for graduate credit duplicates a course previously taken by that student. Courses may not be taken more than once for credit regardless of any change in the course number or title.

Transfer Credit: No more than six semester hours of credit may be allowed for courses completed at Montclair State prior to matriculation for the master's degree, except in special circumstances as approved by the Graduate School.

A student may transfer up to six semester hours of graduate credit (12 credits for the MFA) previously earned at an accredited college or university toward a degree program at Montclair State University. Students in the MBA program are limited to transfer credit from AACSB accredited institutions only. The student must obtain approval from the department graduate advisor at the time of admission and from the Graduate School. These credits must not have been previously applied to any degree, and are not more than ten (10) years old. This approval must be noted on the student's work program.

No graduate credit is allowed for courses taken at other colleges while the student is enrolled at Montclair State unless the student obtains prior approval from the appropriate academic advisor and the Graduate School. A form for this purpose is available in the Graduate School and should be completed well before the transfer credit is needed. Students are limited to a total of six semester hours of transfer credit after matriculation in a Master's degree program.

Doctoral students may request that up to a third of the required semester hours for the Program be transferred into their doctoral program from coursework completed prior to their matriculation either from Montclair State University or another accredited university. These courses must have been taken for graduate credit, cannot be more than five (5) years old, and cannot have been used toward another degree.

Grades below B are not accepted for transfer credit, nor are courses below graduate level in the originating institution. Grades earned at other institutions are not included in the MSU cumulative grade point average.

Time Limit: Requirements for all master's degrees except the Master of Business Administration must be completed within six years from the date of matriculation unless there is an approved extension. In the case of the MBA, students must complete this program within eight years of the date of matriculation unless there is an approved extension. Doctoral students are required to complete all degree requirements within ten years. Written applications for extension will be reviewed and evaluated by the Graduate School on the basis of the student's progress toward the degree and in accordance with established graduate policy at the time of application. The Dean of the College/School involved will be consulted in reaching a decision.

Grades and Standards: Effective fall semester 1989 the grading system for graduate courses at the 500 level or above, shall include:

A	=	4.0	C+	=	2.3	IP	In Progress
A-	=	3.7	C	=	2.0	WD	Withdrew
B+	=	3.3	C-	=	1.7	NC	No Credit
B	=	3.0	F	=	0.0	AU	Audit
B-	=	2.7	IN	Incomplete	RF	Repeated "F" Course	

Effective fall semester 1989, the grade "D" was eliminated as a possibility for graduate students in graduate courses.

The mark "F" signifies: (1) academic failure; (2) failure of the student to submit written notice of withdrawal; or (3) unofficial withdrawal after the mid-point in the semester. The mark "WD" is given to those who submit in writing their intention of withdrawing from a course before the midpoint of a semester.

The grade "IN" is intended to indicate that the student has not completed a portion of the course and that a grade is being withheld until the work is performed and approved. Students must enter into a formal contract with the faculty prior to the end of the semester, using the form available in the Office of the Registrar, which must be submitted by the faculty with the official grade roster. The "IN" if not replaced with a final grade by May 1st for fall incompletes and December 1st for spring and summer, will become an "F". Exceptions can be granted only upon petition to the appropriate College/School Dean.

A change of grade request from other than an "IN" grade must be processed by faculty and approved by the appropriate College/School Dean no later than the end of the

next full semester following the semester in which the grade was earned. For students completing degree and certification programs, all required course work must be completed by the appropriate conferment/graduation date. The instructor must submit the final grade to the Office of the Registrar no later than 30 days thereafter in order for the diploma/certificate to be awarded. No changes will be made to the academic record beyond 30 days of the conferment/graduation date. The only exception to this policy is for Incomplete grades in electives beyond the number of credits required for the degree or program which may be changed according to the time frames for Incompletes as outlined above.

The grade "IP" is intended to indicate that a student is continuing to work toward completion of a course and is registering for subsequent courses to maintain continuous matriculation/enrollment.

For purposes of determining the grade point average (GPA) for graduation, academic probation and all other situations which require a specific GPA, Montclair State University maintains GPA's to three decimal places. No additional rounding will occur.

In order to qualify for the doctoral and master's degrees, a student must have a 3.000 grade point average within the major as well as a cumulative grade point average of 3.000 based upon a possible 4.0 system.

Graduate students who receive a grade of "F" are not permitted to repeat the course. The Dean of the Graduate School will have the discretion to make exceptions to this policy in special cases and extenuating circumstances. This policy became effective on September 1, 1997, and applies to all graduate students regardless of their date of entry to MSU.

If a course in which the student previously earned a grade of "C-" or higher at MSU is repeated at MSU (other than on an official Audit basis -- see section on Audit Policy) the second grade will be posted as "NC" (No Credit). It is the student's responsibility to ensure that his/her registration does not include ineligible courses.

Any student whose grades fall below 3.000 cumulative grade point average will be placed on academic probation. Failure to obtain the required average within the prescribed period of time leads to final review which may result in the termination of graduate studies. A student may appeal such action in writing to the Dean of the Graduate School.

An official record of the semester's credits and grades earned will be mailed to students with no financial obligations to the University following the close of each semester. Students may also access their grades by telephone through the Voice Response System.

Audit Policy: To "audit" a course at Montclair State University is to attend class regularly, without the obligation of participating in classroom discussions, laboratory work, examinations, performances, or any class activity other than listening. A course may be audited under the following conditions:

1. Students auditing a course are required to establish eligibility for admission, register, and pay full tuition and fees.
2. A course may be audited on a space-available basis only and requires approval and signature of the department chairperson.
3. Montclair State's attendance policy applies to audited courses.
4. Audited courses are considered as part of the student's regular course load.
5. Audited courses do not carry academic credit.

6. Any student electing the audit option must complete an "Audit Application" and return it to the Office of the Registrar **prior to the end of the third week of classes** for regularly scheduled courses or its equivalent for short term and summer courses. An "audit" may not be changed to "credit", nor a "credit" to "audit" after the first three weeks of the semester.
7. The student's record will show a grade of "AU" for the course if the instructor certifies that the regulations, including required attendance, have been met.
8. A student who has audited a course may take the course at a later date for credit.

Registration Procedure: Registration is processed through a telephone Voice Response system. Registration procedures, regulations, and deadlines can be found in each semester's Schedule of Courses book, obtainable from the Office of the Registrar. Newly admitted students will receive information on registration from the Graduate School.

GRADUATION REQUIREMENTS

Program of Study: A minimum of thirty-two semester hours of graduate credit is required for all master's degree programs. A minimum of sixty credits is required for all doctoral programs. Additional hours may be required to satisfy prerequisites or special programmatic purposes.

Students are required to complete the curriculum prescribed in the University catalog in effect, or as reflected in the academic work program, when they matriculate. Graduate students are required to maintain a cumulative grade point average of 3.000 based upon a possible 4.000 system. Graduate students are also required to maintain a cumulative grade point average of 3.000 in the major. Inquiries pertaining to an individual's program of studies should be referred to the appropriate academic or faculty advisor. It is the student's responsibility to meet all graduation requirements.

Degree, certification, and certificate candidates are required to file an Application for Final Audit with the Office of the Registrar prior to the intended graduation date. All degree requirements must be completed by the respective graduation dates.

All degree students with the exception of MBA students must pass a comprehensive experience in their field. These include: comprehensive examinations (written and oral), theses, written projects, treatises, capstone courses, culminating activities, fieldwork, field projects, and internships. Some programs may require more than one comprehensive experience (e.g. comprehensive examination and written project). It is the student's responsibility to be familiar with the comprehensive experience requirement(s) of their program of study.

Thesis: Those interested in writing a thesis must obtain a copy of the Thesis Guidelines from the Graduate School or their major department, and consult the graduate advisor before beginning any part of the process. Students are responsible for following these guidelines in selecting an advisor and a topic, registering, completing, and typing the thesis, defending, and applying for graduation. The Approval for Writing a Master's Thesis must be signed by all parties concerned and the appropriate section turned in at the initial registration for thesis. There will be no registration for thesis or thesis extension without written permission.

Comprehensive Examination: The comprehensive examination is open only to fully matriculated students in good standing and is usually administered once in the fall semester and once in the spring semester. Students should check with their departmental graduate advisor to determine the date and time of the examination.

It is the student's responsibility to file the Notification for Comprehensive Examination form with the appropriate department at the beginning of the semester the examination is to take place. The form is available in the Graduate School or departmental offices.

Students who fail the departmental comprehensive examination are allowed to retake it twice but must reapply each time as described above.

Application for Final Audit: It is the student's responsibility to complete the curriculum prescribed in the University catalog, in effect, or as subsequently modified, when he/she matriculates.

Students who will be completing their curriculum requirements for degrees, teacher certification, or Post-BA certificates must file an Application for Final Audit in the Office of the Registrar. In order to be evaluated for completion of requirements, students must adhere to the following deadlines:

June 1 for the following January graduation

October 1 for the following May graduation

March 1 for the following August graduation

Prior to the final opportunity to change registration for the final semester, the student will be mailed a copy of the final audit listing requirements that must be completed in order to meet the intended date of graduation. Students should confirm receipt of their **Application for Final Audit** by the Office of the Registrar by consulting the list posted outside the office during the month immediately following the filing deadline.

Commencement and Diploma: Commencement exercises are held in the spring of each year. In addition to the May degree candidates, students who have earned degrees in the preceding January or August will be invited to participate in the spring commencement exercises.

Diplomas will be mailed by the Office of the Registrar to those students who are academically clear and have no outstanding financial obligations to the University beginning approximately three months after the date of conferment.

Certification (Teacher): Master's degree candidates and Post-BA certification candidates who have been evaluated through the Office of the Registrar for New Jersey certificates must complete an Application for Certification and pay the required fees (in person in the Office of the Registrar) during the following periods:

October 15 to November 15 for January graduation

March 15 to April 15 for May graduation

July 1 to August 1 for August graduation

There is a fee of \$50/\$60 (subject to change) for each certificate.

Certificates will be sent to students from the State Department of Education in Trenton approximately two months after the date of conferment.

New Jersey Teacher Testing Program: The New Jersey State Board of Education requires that applicants for most certificates pass the appropriate Praxis II test. Printed information about the test requirement is available by calling the New Jersey State Department of Education at (609) 292-2070. This information is also posted on the bulletin board outside room 103, Chapin Hall.

Other Certification: Students seeking certification through professional associations (e.g. American Dietetic Association, National Association of Music Therapy, Inc.) should apply directly to the appropriate association.

TUITION AND FEES*

All students who have a bachelor's degree are assessed graduate tuition and fees regardless of the level of the course. Montclair State University undergraduates with permission to begin graduate study pay graduate tuition for courses at the 400 level or above when they designate these courses for graduate credit.

Tuition: (per semester hour of credit)

Graduate Students: New Jersey Resident**	\$260.15
Graduate Students: Non-Resident of New Jersey	\$363.78
MBA Students: New Jersey Residents	\$304.50
MBA Students: Non-Resident of New Jersey	\$407.40
MBA Students: Off-Site Programs	\$400.00
MFA Students: New Jersey Residents	\$290.40
MFA Students: Non-Resident of New Jersey	\$401.41
Doctoral Students: New Jersey Resident	\$302.50
Doctoral Students: Non-Resident of New Jersey	\$405.35

Fees:

Computer Technology Fee (per semester hour of credit)	\$ 4.10
Facilities Fee (per semester hour of credit)	\$ 6.00
General Service Fee (per semester hour of credit)	\$ 7.80
Student Union Building Fee (per semester hour of credit)	\$ 10.20
Wellness Fee (per semester hour of credit)	\$ 3.25
Recreation Fee (flat fee, per registration)	\$ 20.00
Late Registration Fee for all students who register after the regular registration period (non-refundable fee)	\$ 50.00
Late Payment Fee - If payment is not received by due date, a late fee of the lesser of \$25.00 or 1.5% charge will be assessed.	
Older Adult Program Fee (non-refundable)	\$ 25.00
Special Course Fees (Variable)	\$5.00 - \$ 250.00
Graduate students registering for applied music courses and private study in composition pay regular tuition and fees, plus \$400 per applied music course.	

* Tuition and fees are for Fall 2001 and are subject to change without prior notice by action of the Montclair State University Board of Trustees

** In order to qualify for the in-state tuition rate, the student/parent must have resided within the State of New Jersey for a continuous period of twelve months prior to first enrolling at Montclair State University. Those students who do not meet the preceding criteria may still qualify for the in-state tuition rate provided the student/parent can document that residency in the State of New Jersey is not for the sole purpose of attending Montclair State University. Requests for in-state tuition rates must be made in writing. A list of approved supporting documentation can be obtained from the University Bursar's office, College Hall, room 218c. The University's determination regarding eligibility for in-state tuition rates is final.

Parking (decals purchased for the fall or spring semester are valid through the summer)

Automobiles and trucks (first vehicle registered)	\$35.00
(alternate vehicle registered)	\$18.00

Motorcycles (first motorcycle registered)	\$18.00
(alternate motorcycle registered)	\$ 9.00
Automobile and motorcycle (total)	\$44.00

Application for Graduate Admission (non-refundable fee)..... \$40.00

**Application for Admission to Doctoral program
(non-refundable fee) \$50.00**

Application for Certification (non-refundable fee)

Per each New Jersey Administrative, Educational Services or Instructional Certificate
(depending upon the specific certificate) \$50.00 or \$60.00

Transcripts (non-refundable fee)

Per copy (MSU undergraduate and graduate records for the same student are
considered one copy)..... \$ 3.00
Same day processing service is available at a charge of \$10 for the first copy and \$6
for each additional copy on that day.

Payment

Payment to Montclair State University may be in the form of cash (if paying in person
at the Cashier's Office), money order, personal or certified check, or by credit card
(Mastercard, VISA or Discover Card). For credit card payment information, contact
the Bursar's office at (973) 655-4105. Checks and money orders are payable to
Montclair State University and must be drawn from a United States financial
institution.

Refund and Withdrawal

Withdrawal and refund dates are published in the schedule of courses book for the
fall and spring semesters and in the Summer Sessions catalog for the summer
sessions. Upon withdrawal, tuition and fees will be refunded according to the
schedule listed below and on a course by course basis.

- * Tuition and fee charges are refunded in full if classes are discontinued by
University authorities.
- **100% refund** if official student withdrawal is during the first week of
classes for full term courses and prior to the third class meeting for all
short term or mini courses.
- **50% refund** if official student withdrawal is after first week but during first
third of course.
- **No Refund** if official student withdrawal is after first third of course.

In computing refunds, the percentage of refund is based on the date on which the
Office of the Registrar receives written notice of withdrawal from the student (or
the date of the U.S. postmark for those received through the U.S. Mail) and not on
the circumstances which necessitate withdrawal.

No withdrawals are accepted after the midpoint of the course.

FINANCIAL AID

Several kinds of financial aid are available to graduate students who meet all admission requirements. Some of these sources provide an opportunity for desirable professional experience as well. Conditions for assistantships, loans and other financial aid are subject to change.

Graduate Assistantships: Graduate Assistants are expected to contribute an average of 15 hours per week during a 10-month academic year covering September 1 to June 30. They may be given assignments or other duties which are directly associated with their department's educational responsibilities.

A stipend of \$5,000 plus waiver of all University-wide fees and tuition for all graduate level courses required to complete individual degree programs are included as part of the assistantship. Graduate Assistants are defined as full-time students if registered for at least 6 semester hours. The Registrar is authorized to certify this full-time status. Therefore, Graduate Assistants may not register for more than 12 semester hours per semester without written approval of the appropriate academic dean and the Graduate Dean. For an application, contact the Graduate School. Deadline for application is March 1st for the next academic year.

Graduate Assistants must be fully matriculated into a graduate degree program at Montclair State prior to their appointment and must maintain a satisfactory academic status while serving as a Graduate Assistant.

Graduate Residence Director Assistantships: Opportunities are available for graduate students to work as Residence Hall Directors (graduate interns). These graduate interns serve as directors for small residence halls, and assist with educational programming and marketing and retention for undergraduate students from June 15 to June 15 of the following year.

There is a monetary stipend, furnished on-campus apartment, a partial meal plan, plus tuition waiver. Additional stipend will be provided for assigned duties during summer conference and special projects.

Applications are available in March or when vacancies occur. Further information is available from the Associate Director, Office of Residence Life, fourth floor, Bohn Hall, (973) 655-5188 or (973) 655-4155.

We encourage graduate applicants who are accepted at Montclair State University in the fields of counseling, psychology, or communication, and with any prior experience as an undergraduate within Residence Life or student activities, to participate in our Residence Life Program.

The graduate assistants, as well as the full time residence hall director, play an important role in the administration of our residence hall program.

* * * * *

The following programs are administered by the Office of Financial Aid. All inquiries should be directed to (973) 655-4461.

PROGRAM DESCRIPTIONS:

Federal Subsidized Stafford Loan: Montclair State University participates in the William D. Ford Federal Direct Loan Program. This loan program is administered by the University; the federal government lends directly to students. Applicants must demonstrate financial need. The maximum amount of a subsidized loan is limited to \$8,500 annually for fully matriculated Masters' candidates and \$5,500 for deferred Masters' candidates and Teacher Certification candidates. Conditionally matriculated Master's students are not eligible for any federal subsidized Stafford Loans. In addition, students eligible for the interest subsidy from the federal government may also receive an unsubsidized Stafford Loan to equal \$18,500 for Masters' candidates (but not more than the cost of attendance) and \$10,500 for deferred matriculated Masters' and Teacher Certification candidates. There is no interest charged while attending Montclair State, but it is charged at the time of repayment. The interest rate is variable, but is capped at 8.25%. Repayment is deferred during at least half-time enrollment. The student is permitted one, six-month grace period once half-time enrollment is discontinued or terminated.

Federal Unsubsidized Stafford Loans: These loans are available to students who do not meet the eligibility criteria for the Federal interest subsidy. Masters' candidates are eligible for combined subsidized and unsubsidized loan of \$18,500 annually but not higher than the estimated Cost of Attendance (about \$16,500 for full-time students). Masters' candidates who are not fully matriculated and/or Teacher Certification candidates are eligible for a maximum combined subsidized and unsubsidized Stafford of \$10,500 annually. Conditionally matriculated Master's students are not eligible for any federal unsubsidized Stafford Loans. Interest accrues while the student is in attendance. The interest rate is variable, capped at 8.25%. Repayment of principal is the same as the subsidized Stafford loans.

New Jersey College Loans to Assist State Students (NJCLASS): NJCLASS is a loan program administered by the New Jersey Higher Education Assistance Authority (NJHEAA) which also acts as a lender. Students may borrow up to the COST OF ATTENDANCE in this Loan Program. Credit history is considered for eligibility. A co-signer may be required. Interest accrues while student is in attendance. Students may select an active repayment or deferred principal repayment option. Those who defer repayment must maintain at least half-time status. NJCLASS loans are an alternative to unsubsidized Stafford loans. Students who are not in academic programs eligible for Federal Stafford Loan funding may be eligible to receive a NJCLASS loan.

Federal Work-Study: Graduate students may apply for part-time jobs in the University at an hourly rate under the Federal Work-Study program. Students must demonstrate financial need.

Educational Opportunity Fund Grants (EOF): Residents of New Jersey who received undergraduate EOF grants, or who were qualified for EOF but did not attend undergraduate colleges with EOF programs, may apply for EOF grants. Those interested should contact the EOF Office at (973) 655-4384.

Eligibility: Students must meet all established eligibility criteria for financial aid funds. Financial aid recipients must maintain at least half time (5 credits per semester) status. In addition, applicants must be accepted into an eligible institutional program for Title IV Loans on a program specific basis. The following chart provides information about this regulation.

Note: Regulations regarding student eligibility are subject to change without notice.

Who may borrow?

How much can I borrow and under which program?

<ul style="list-style-type: none"> • Matriculated Ed.D., MA, MAT, MBA, MED, M.F.A., and MS students. 	<p>Federal Stafford Loan: subsidized (max \$8,500) and unsubsidized combined, up to \$18,500 but not more than the cost of attendance. Loan limits are lower for part-time students.</p> <p>NJCLASS Loan: may borrow up to the cost of attendance minus other financial assistance; co-signer may be required. Priority will be given to those who file the FAFSA; the NJCLASS loan will be awarded on an appeal basis.</p>
<ul style="list-style-type: none"> • Deferred-matriculation master's students can borrow for one academic year. • Teacher Certification 	<p>Federal Stafford Loan: subsidized (max \$5,500) and unsubsidized combined up to \$10,500 but not more than the cost of attendance. Loan limits are lower for part-time students.</p> <p>NJCLASS Loan: may borrow up to the cost of attendance minus other financial assistance; co-signer may be required. Priority will be given to those who file the FAFSA; the NJCLASS Loan will be awarded on an appeal basis.</p>
<ul style="list-style-type: none"> • Graduate Students in all other Certificate Programs (Administrative and Educational Services Certificates) 	<p>NJCLASS Loan: may borrow up to the cost of attendance minus other financial assistance; co-signer may be required. Priority will be given to those who file the FAFSA; the NJCLASS Loan will be awarded on an appeal basis.</p>
<ul style="list-style-type: none"> • Paralegal Certificate 	<p>Federal Stafford Loans: subsidized (max \$5,500) and unsubsidized combined, up to \$10,500 but not more than the cost of attendance up to 24 semester credit hours. Loan limits are lower for part-time students.</p> <p>NJCLASS Loan: may borrow up to the cost of attendance minus other financial assistance; co-signer may be required. Priority will be given to those who file the FAFSA; the NJCLASS Loan will be awarded on an appeal basis.</p>

Who may borrow?

How much can I borrow and under which program?

<ul style="list-style-type: none"> • Second B.A. and B.S. students (undergraduate loan limits apply) 	<p>Federal Stafford Loans: annual allowable maximum according to grade level (subsidized and unsubsidized combined); cannot borrow more than the aggregate maximum for undergraduate study.</p> <p>Federal PLUS Loan: parents of dependent students may borrow up to the cost of attendance minus other loans.</p> <p>NJCLASS Loan: may borrow the cost of attendance minus other financial assistance; co-signer may be required. Priority will be given to those who file the FAFSA; the NJCLASS Loan will be awarded on an appeal basis.</p>
<ul style="list-style-type: none"> • Non degree program students, • Students with incomplete admission status, • Conditionally matriculated students, OR • ADA and Music Therapy Certification and students seeking an additional certification 	<p>Not eligible for any financial aid including student and parent loans</p>

Satisfactory Academic Progress: All graduate students who receive financial aid administered by the Financial Aid Office must maintain “satisfactory academic progress” as defined by the University.

The FAFSA (Free Application for Federal Student Aid) form is used to determine eligibility for all Student Loans and the Federal Work-Study Program. The FAFSA is available from the Financial Aid Office. Students who have a Renewal FAFSA application may complete that form. To complete the form on line, go to: www.fafsa.ed.gov.

In order to receive award notification for Fall semester billing the **FAFSA** must be filed by **March 1** of the prior academic year.

International Students (Non-Resident Tuition Waiver): A remission of non-residential tuition may be made to active students from other countries who demonstrate financial need. Those interested should apply by November 1 for the following spring semester and by May 1 for the following fall semester. For further information and/or applications please contact the International Student Advisor at (973) 655-4253.

Part-Time Employment: Career Development, located in the Academic Success Center, third floor, (973) 655-5194, lists thousands of part-time, summer, and temporary positions each year. Graduate students may check current listings daily between 8:30 a.m. and 4:30 p.m., Monday through Friday and on Monday and Thursdays until 7 p.m. during the semester. In addition, they can confer with a career counselor, attend seminars on job hunting, and access the computerized job listing services via the Career Development website.

Scholarships:

Graduate Studies

HAROLD C. BOHN FELLOWSHIP

Amount: Varies

Criteria: MSU senior who shows promise in any academic discipline and presents a bona fide plan for graduate study.

Contact: Dean of Students

WILLIAM P. DIOGUARDI FELLOWSHIP

Amount: Varies

Criteria: Graduating MSU senior with a minimum 2.80 cumulative GPA who competed in intercollegiate athletics as a member of a varsity team and has been accepted into a post-baccalaureate degree program.

Contact: Director of Athletics

SAUL AND ADELAIDE GOLDFARB GRADUATE SCHOLARSHIPS

Amount: The scholarships include tuition remission of 3 credits per semester for part-time students for four consecutive semesters and 9-12 credits per semester for full-time students for two consecutive semesters

Criteria: The Saul and Adelaide Goldfarb Graduate Scholarships are available to qualified new students at Montclair State University who have not previously earned a master's degree. To be eligible, students must have accumulated 8 credits or less as part-time student or 9-20 credits as a full-time student and be fully matriculated into a graduate degree program either on a full- or part-time basis.

Contact: The Graduate School (Application deadline: May 1 each year.)

SIMONE PICARD ASSISTANCE FUND

Amount: Varies

Criteria: Student enrolled in a master's degree or other post-baccalaureate program at Montclair State University. Preference given to applicants preparing for careers in teaching or related educational areas. Partial assistance may be granted to baccalaureate degree students who have completed at least 60 semester hours of work of which 24 semester hours had been completed at MSU.

Contact: Administrator, MSU Foundation

ALBERT WANG THESIS SCHOLARSHIP

Amount: \$2,000

Criteria: Fully matriculated full- or part-time doctoral students at Montclair State University who are enrolled in their courses for dissertation advisement for the semester of the award. Must maintain a minimum of 3.0 GPA.

Contact: Dean, Graduate School

Biology and Molecular Biology

AL STEIN AWARD

Amount: Varies

Criteria: Graduate students pursuing a degree in a program offered in the Biology and Molecular Biology Department. Minimum 3.00 cumulative GPA.

Contact: Chair, Biology and Molecular Biology Department

College of Humanities and Social Sciences

DR. HARRY BALFE II SENIOR AWARD

Amount: Varies

Criteria: Graduating senior or recent graduate from the College of Humanities and Social Sciences who has been accepted to law school and has a minimum cumulative GPA of 3.2.

Contact: Chair, Legal Studies Department

College of Science and Mathematics

MARGARET AND HERMAN SOKOL AWARD FOR INTERNATIONAL GRADUATE STUDY/RESEARCH

Amount: \$5,000 (\$2,500 per semester)

Criteria: Graduate student matriculated in a science program offered by College of Science and Mathematics, who has completed at least 64 semester hours at MSU, with at least 24 semester hours completed in a scientific major, and completed at least 6 semester hours in a foreign language or demonstrate language equivalent proficiency.

Contact: Dean, College of Science and Mathematics

SOKOL GRADUATE FELLOWSHIP IN CHEMISTRY

Amount: \$10,000

Criteria: Senior chemistry major pursuing a doctorate in chemistry or a closely allied field at an approved graduate school. Must show academic excellence and potential for success in doctoral studies and research.

Contact: Chair, Chemistry and Biochemistry Department

Communication Sciences and Disorders

HAROLD M. SCHOLL SCHOLARSHIP

Amount: \$250

Criteria: Matriculated graduate student in the Department of Communication Sciences and Disorders who has completed 15 credits and has a minimum GPA of 3.5 in the major. Must show potential for making an outstanding contribution in the field of language and learning.

Contact: Chair, Communication Sciences and Disorders Department

MARYANN PEINS SCHOLARSHIP

Amount: Varies

Criteria: Matriculated graduate students enrolled in the Department of Communication Sciences and Disorders with a concentration in Speech-Language Pathology. Must have completed at least 15 credits in the Department with a GPA of 3.50 in the major. Must provide evidence of participating in professional activities or community service relating to communication disorders. Must show potential for success in doctoral studies and research in communication disorders.

Contact: Chair, Communication Sciences and Disorders Department

English

MARY BONDON SCHOLARSHIP AWARD

Amount: \$1,500

Criteria: Qualified English Department graduate student pursuing a teaching career in English Literature.

Contact: Chair, English Department

LAWRENCE H. CONRAD MEMORIAL SCHOLARSHIP

Amount: Varies

Criteria: MSU graduate, pursuing graduate degree in American Literature or Creative Writing at the University. Selection based on value of thesis proposal and financial need.

Contact: Chair, English Department

French, German, and Russian

FRENCH DEPARTMENT SCHOLARSHIP FOR GRADUATE STUDY

Amount: \$1,000

Criteria: Student who shows financial need and demonstrates merit.

Contact: Chair, French, German, and Russian Department

International Students

JAMES AND ELIZABETH MILLARD SCHOLARSHIP

Amount: Varies.

Criteria: Fully matriculated full-time undergraduate or graduate students in good academic standing who have come to study at MSU from the West Indies. Financial need will be a consideration in the awarding of this scholarship. Preference will be given to students majoring in Broadcasting.

Contact: Director, International Student Services

Mathematical Sciences

AUDREY VINCENTZ LEEF SCHOLARSHIP

Amount: Varies.

Criteria: Fully matriculated full-time or part-time, undergraduate or graduate students enrolled in at least one mathematics course. Candidates must provide evidence of financial need and must have completed the New Jersey Financial Aid form with results on file at MSU.

Contact: Chair, Mathematical Sciences Department

MAX A. SOBEL FELLOWSHIP

Amount: Amount and frequency varies.

Criteria: Graduate student in mathematics education; nominated by mathematics education faculty.

Contact: Chair, Mathematical Sciences Department

WESTERDAHL SCHOLARSHIP

Amount: Tuition Waivers (maximum of 4 courses) Book/Equipment/Travel Awards (maximum of 4 courses)

Criteria: Awards are for graduate education in mathematics and/or mathematics education.

Contact: Graduate Advisor, Mathematical Sciences Department

Music

FRANK AND LYDIA BERGEN FOUNDATION SCHOLARSHIP HONORING JEAN HOOPER

Amount: \$5,000

Criteria: Outstanding and talented undergraduate or graduate music students. Recipient must demonstrate financial need and /or a talent which will enhance the department's program.

Contact: Chair, Music Department

DAVID OTT FELLOWSHIP

Amount: A total of \$4,000 awarded at the rate of \$1,000 per semester.

Criteria: Incoming fully matriculated graduate student enrolled in the Music Therapy Program. Recipient must remain a matriculated student in good standing.

Contact: Coordinator, Music Therapy Program

School of the Arts

JOHN AND ROSE CALI SCHOLARSHIP FOR THE ARTS

Amount: Varies

Criteria: Perspective or currently enrolled full-time or part-time undergraduate or graduate students enrolled in the School of the Arts. Must have a minimum GPA of 2.5.

Contact: Dean, School of the Arts

DONALD AND JUDITH MILLER SCHOLARSHIP FOR FINE ARTS

Amount: Varies

Criteria: Perspective or currently enrolled full-time undergraduate and graduate African American and Latino students enrolled in the School of the Arts. Must have a minimum GPA of 2.5.

Contact: Dean, School of the Arts

ARTHUR NEWMAN MEMORIAL FUND

Amount: Varies

Criteria: Undergraduate or graduate students enrolled in programs or activities which will provide professional development in the arts.

Contact: Dean, School of the Arts

School of Business

SOVEREL BOOK AWARD

Amount: \$200

Criteria: Undergraduate or graduate student in one of the programs within the School of Business who is an employee of a banking organization in the community.

Contact: Dean, School of Business

Special Education

MIANO GRADUATE SPECIAL EDUCATION SCHOLARSHIP

Amount: \$1,000

Criteria: Graduate student enrolled in a MSU program related to the field of special education who is involved in an internship or other educational experience at the University's Psychoeducational Center.

Contact: Director, Psychoeducational Center

Speech Communication

ELLEN KAUFFMAN TRAVEL GRANT FUND

Amount: Varies

Criteria: Undergraduate and graduate students majoring in a program offered by the Departments of Broadcasting, Speech Communication, Theatre and Dance; minimum GPA of 3.00 in major courses.

Contact: Chair, Speech Communication or Theatre and Dance Department

Teacher Education

ANNE KIRBY MEMORIAL SCHOLARSHIP

Amount: Varies

Criteria: Matriculated graduate students currently teaching or preparing to teach and enrolled in the M.Ed. or M.A.T. degree program at MSU.

Contact: Dean, College of Education and Human Services.

ERCELL I. WATSON MEMORIAL FUND

Amount: \$100

Criteria: Educator who is matriculated in, or a graduate of a master's degree program in the College of Education and Human Services

Contact: Dean, College of Education and Human Services

Theatre and Dance

ELLEN KAUFFMAN TRAVEL GRANT FUND

Amount: Varies

Criteria: Undergraduate and graduate students majoring in a program offered by the Departments of Broadcasting, Speech Communication, Theatre and Dance; minimum GPA of 3.00 in major courses.

Contact: Chair, Speech Communication or Theatre and Dance Department

DENNIS K. McDONALD SCHOLARSHIP AND AWARD IN THEATRE

Amount: \$100

Criteria: Theatre graduate student with a minimum of 3.00 GPA in theatre courses. Must exhibit performance quality, professional potential, evidence of continued development.

Contact: Chair, Theatre and Dance Department

For a complete list of scholarships available to graduate and undergraduate students, consult the current undergraduate catalog, available in the Office of Admissions.

Veterans Benefits: The Office of Student Financial Aid provides information and advice to students regarding federal and State Veterans' benefit programs. All United States veterans who enroll at the University should contact the office as early as possible in their academic program. All veterans should submit a copy of their discharge papers (DD214) to the Financial Aid Office. Benefits are not available for audited courses or courses previously completed. If a veteran adds, drops, or withdraws from a course, he or she should immediately forward a copy of the appropriate form to the Financial Aid Office.

For further information contact the Financial Aid Office, CO-321, College Hall; telephone (973) 655-4462.

STUDENT SERVICES

Alumni Association: The Montclair State University Alumni Association is a non-profit organization that has served the graduates of the University since 1910. All graduates of Montclair State, Panzer College, and their earlier embodiments are members of the Association.

The Alumni Association, working with the MSU Office of Alumni Relations, encourages alumni to maintain ties with their alma mater. They coordinate events for and solicitations of graduates of Montclair State. The Association's annual solicitation program includes phonathons and direct mail. Gifts to the Alumni Annual Fund are used to sponsor a number of programs each year including Faculty Research Grants, Outstanding Graduate Student Awards, Undergraduate Scholarships, Alumni Weekend, on- and off-campus receptions, seminars, and other noteworthy projects.

The Alumni Association is governed by an elected Executive Board, working in cooperation with Montclair State's Office of Alumni Relations. The MSU Office of Alumni Relations has the primary responsibility for developing and maintaining the liaison between the University and the Alumni Association, and functions as part of the Division of Institutional Advancement. The Alumni Relations offices are located on the second floor of the Alumni House at 34 Normal Avenue, across from Sprague Field. Telephone: (973) 655-4141.

Auxiliary Enterprises: The Office of Auxiliary Enterprises, located in College Hall, Room 311B, represents the University for services contracted from outside sources such as the University Store, Dining Services, C-Store, Game Room, Flea Market and vending operations. The Office of Auxiliary Enterprises also administers "Red Hawk Dollars", the University's debit card, campus photocopying, the Mail Center, and micrographics. For more information, please call (973) 655-7431.

Bookstore: The University Bookstore is located on the lower level of the Student Center. Normal hours of operation are Monday through Thursday, 8:30 a.m.- 8:00 p.m., Fridays, 8:30 a.m.- 4:30 p.m., and Saturdays, 10:00 a.m. - 2:00 p.m. Extended hours are available at the beginning of each semester. Telephone (973) 655-5460.

The bookstore carries required textbooks and supplies as well as a wide variety of other merchandise. In many cases, textbooks are available for purchase several weeks prior to the beginning of the semester. It is recommended that students bring their course schedules to the bookstore to aid in the selection of books, which should be purchased early. During the fall and spring semesters, undamaged books may be returned within 15 calendar days of the first day of class provided that students produce sales receipts. "Red Hawk Dollars", the University debit card, may be used in the bookstore. Contact the Office of Auxiliary Enterprises at (973) 655-7431 for further information. The bookstore can also be reached on their website: www.montclair.bkstr.com.

Campus Ministry: The Montclair State University campus is served by a number of professional campus ministers, ordained chaplains and advisers representing major religious denominations who support their efforts here. Together they form the Campus Ministry Council (CMC) in liaison with the Dean of Students, as an ex-officio member of the CMC.

Student-led religious organizations, chartered by the SGA., Inc., serve the campus

as well. While groups do meet on campus for religious celebrations, MSU does not have a House of Worship. However, there are many local places of worship which are listed in the Student Handbook.

The Chi Alpha Christian Fellowship is a national organization of students in higher education who unite to express the person and claims of Jesus Christ to the campus community and call others into relationship with him. Kathleen Costello is the campus minister and she can be reached at (973) 655-4258, Student Center Annex, Room 122. Email: kathleencost@yahoo.com.

The InterVarsity Christian Fellowship is an evangelizing, student-led fellowship that seeks to aid students in their growth as obedient disciples of Jesus Christ and in their proclamation of Christ to the campus. The campus minister is Geoffrey DeMarco and can be reached at (973) 655-4258, Student Center Annex, Room 122.

The Jewish Student Union is a social, cultural, and religious organization which offers varied activities to the entire University community throughout the year. The JSU is affiliated with the Jewish Student Services of Metropolitan New Jersey. Leslie Glass is the student advisor and can be reached at (973) 655-5280, Student Center Annex, Room 123. Rabbi David Dick is the Jewish Chaplain and can be contacted through the JSU office (973) 655-5280.

The Montclair Protestant Foundation is an ecumenical ministry open to all students. The Montclair Protestant Foundation is an affiliate of New Jersey Higher Education Ministries. The Reverend Dr. Katherine Ellison is the Protestant Chaplain and can be reached at (973) 655-7380, Dickson Hall, Room 145. Email: ellisonk@mail.montclair.edu.

The Newman Catholic Campus Ministry comes together for spiritual, educational, and social growth. The Newman Catholic Center, focus for many activities, is located at 894 Valley Road. It has a prayer chapel open weekdays. Mass is celebrated on campus Sundays, Holy Days, and during the week. Father Al Berner is the campus minister and Mrs. Mary Lou Vinges is the administrative assistant and can be reached at (973) 746-2323 or (973) 655 7240, or faxed at (973) 783-3313. Email: bernera@mail.montclair.edu or vingesm@mail.montclair.edu.

Career Development: Career development is a lifelong process built on self-understanding, exploration of career interest, and acquiring skills in locating employment opportunities. The Career Development department assists students with all phases of the career decision-making process. Students acquire skills to choose a major, find part-time work while attending school, plan long-term career goals and obtain full-time work after graduation.

Individualized counseling and testing help students learn more about themselves and the connection between their values, skills, interests and the world of work. Workshops are designed to teach student to write effective resumes, conduct successful interviews, and use the Internet for the job search. Other services include career fairs, web-based job listings and a career library.

The office has a library with extensive information about careers, employers and employment trends. Students also are urged to visit the office home page at <http://www.montclair.edu/pages/careerservices/career.html> to learn about current office programs, graduate schools, financial aid, information for students with disabilities, the alumni network, job listings all over the country and much more.

Career Development is located in the Academic Success Center, Morehead Hall, Room 337 and is open Monday through Friday, 8:30 a.m. to 4:30 p.m. During the semester

the office remains open on Monday and Thursdays until 7:00 p.m. Appointments with counseling staff may be made by calling (973) 655-5194.

Child Care Center: The Child Care Center has been designed to be an exciting, inviting place where children can explore a wide variety of materials and activities. The Center houses four classrooms in which developmentally appropriate programs are provided for children ages 3 months through 6 years. The Center may be used by MSU students, faculty and staff for their children.

The Center is located in Stone Hall and the hours are 7:30 a.m. to 6:30 p.m. Arrangements can be made to provide child care until 8:00 p.m., if the need exists. For further information and fees, please contact Janey DeLuca, Director, at (973) 655-7586.

Cultural Opportunities: A number of significant series of cultural events adds to the pleasantness and interest of life on the campus. The Department of Theatre and Dance presents several plays each semester, and, in the spring, a major student dance concert. The Department of Fine Arts and the division of galleries together operate exhibit spaces that are generally changed monthly. Distinguished artists visit the campus to talk about their work at the Fine Art Department's Art Forum which takes place on most Thursday afternoons during the semester. The Music Department offers an extensive series of faculty and student concerts and recitals. The Office of Arts Programming brings to the campus distinguished performers such as Emelyn Williams, Alwin Nikolais and Shapiro and Smith.

During the summer, TheatreFest, the University's professional equity theatre in residence, offers a series of shows with renowned stars.

Dining Services: There are various locations on campus where food service is available: Blanton Hall, Freeman Hall, the College Hall Snack Bar, a mobile food truck outside Dickson Hall, and several locations in the Student Center, including the Cafeteria, Rathskeller, Goccia Cafe and Student Center Dining Room. Catering services are also available. The Convenience Store is located in the Student Center. Vending machines are located in many buildings across campus. Operating schedules are posted at each location. At various locations within this dining program, food services are available seven days a week.

Graduate students may choose a 19 or 14 meals per week dining plan. Block plans consisting of 300, 225, 150, or 50 meals per semester are also available. Each plan may be used in conjunction with a "Red Hawk Dollars" account which is the University debit card. The card is available for use in all authorized dining locations in the Student Center and in Blanton and Freeman Dining Halls from 7 a.m. - 10 p.m. (hours vary by location). For information, please contact the Office of Auxiliary Enterprises, College Hall 311B, (973) 655-7431, Monday through Friday, 8:30 a.m. - 4:30 p.m.

Further Graduate Study: Students interested in attending a university for study toward a doctoral degree may find information in Career Development located in the Academic Success Center, Morehead Hall, third floor. Department advisors should be contacted for information related to their specific disciplines.

I.D.: Students, faculty and staff are required to have a University-issued Photo Identification Card. This card must be shown to borrow books or copies of tapes from the Library; to use a book on Library reserve; to use the field house; and to participate in various activities sponsored by the Student Government Association and Montclair State University.

All students holding photo I-cards will receive validation labels in College Hall, Office of the Registrar, CO- 204, or Cash Control, CO-216 or the I-card Office in the Student Center at the start of each semester. All new students must have their photo taken at the I-card office, Student Center, 1st floor. Students are encouraged to obtain an I-Card within one year from the date they are admitted. There is a \$10.00 charge for replacement cards. Office hours are Monday through Friday, 8:30 a.m. - 4:30 p.m., and Thursday evenings until 7 p.m. during the fall and spring semesters while classes are in session only. Please bring some form of personal identification when applying for the I-card. For hours and further information, please call (973) 655-4147.

Insurance: Medical insurance is available to all students at low cost, whether full- or part-time. It is mandatory in the State of New Jersey to have medical insurance while attending college or university. Students are billed by the University as part of tuition/fees billing. Students who show proof of insurance coverage may be waived.

Older Adult Tuition Waiver Program (OLA): New Jersey residents 65 years of age or older are eligible to take courses on a space available, tuition-waiver basis. Students with an undergraduate degree must apply directly through the Graduate School and meet all of the Graduate School's admission requirements to be considered for the OLA program. Students without an undergraduate degree must apply directly through the Center for Adult Learning. There is a section on the application for students to indicate that they would like to be considered for the OLA program. For more information, please contact the Center for Adult Learning at adult.learning@montclair.edu or (973) 655-4433.

Parking: The University maintains several parking lots for use by students. These are designated on all campus maps. Montclair State assumes no responsibility for cars or their contents while parked on University property. Parking decals are required of everyone and are available in the Business Services Office in College Hall. Decals must be displayed on all cars parked on campus. Shuttle buses are available to take people to and from parking lots and classroom buildings.

Students who fail to obey parking rules may receive either a municipal or University summons and their cars may be towed.

Residence Halls Facilities: The Office of Residence Life provides housing for graduate students in the Clove Road Apartment complex, and on a limited basis in the six traditional residence halls. Montclair State University does not discriminate with regard to age in making housing assignments. While the Clove Road Apartments are the most popular with graduate students, they are welcome in all of our other facilities.

The Office of Residence Life (Bohn Hall, Room 437) is open on weekdays from 8:30 a.m. to 4:30 p.m., and open on all holidays when classes are in session. The office is closed on the weekends. For further information, please call (973) 655-5188 or (973) 655-5252.

Student Center and Dining Facilities: The Student Center and Annex are a main gathering place for social, educational, and recreational activities. This large complex has a cafeteria, rathskeller, and formal dining room. Students and guests may enjoy the services of the bookstore, convenience store, flea market and gameroom. Also centrally located in the Student Center is an information desk, study lounge, commuter lounge, classrooms, ballrooms, and several meeting rooms. In addition, the facility houses the Office of the Vice President for Student Development and Campus Life, and Offices of the Dean of Students, Student Activities, the Women's Center, and the Student Government Association, as well as the Red Hawk Dollars office, and the ID Card office.

To schedule rooms or space in the Student Center, you must contact the Scheduling office. If you have any questions or special requests with regard to facilities or operation, please call the Student Center Main Office.

For specific schedules of operations, please call the respective department.

Student Center Main Office	(973) 655-7548
Scheduling	4411
Building Manager	7546
Information Desk	5329

Transcripts: To obtain a transcript, students must complete and sign a transcript request form, available through the Office of the Registrar or on the Montclair State University website at www.montclair.edu/transcript/index.shtml. A fee of \$3.00 per copy (MSU undergraduate and graduate records for same student are considered one copy) is payable in advance to Montclair State University. Please allow 10 working days for processing of all transcript requests. Additional time should be allowed for transcripts processed at the conclusion of each semester or session. Same day processing service is available at a charge of \$10.00 for the first copy and \$6.00 for each additional copy on that day.

Transcripts will not be released for students who have a financial obligation (i.e., library, parking, loan, etc.) to Montclair State University.

University Police and Security: Montclair State University Police and Security is responsible for ensuring the on-campus security and safety of students. Students are asked to cooperate with these officers and to bring any concerns to the attention of the dispatcher at (973) 655-5222. This is a full-fledged police department that is always open. This department provides protection, investigations, information and advice.

University Police will respond to all criminal activity, investigate all motor vehicle accidents, other incidents, and enforce all applicable laws and University regulations. Students are encouraged to report any incidents of a suspicious nature.

Some of the services offered to students by the University Police and Security are: contact a tow company, offer a battery pack to motorists for jump starting stalled or disabled vehicles, provide temporary parking permits (for emergencies, temporary use or replacement vehicle, guests on campus, temporary overnight or disabled parking), and provide information on rape awareness, substance abuse, and crime prevention.

In case of fire or a life threatening emergency, dial extension 4111 on the campus line. For other assistance, dial extension 5222. Emergency call boxes are located on light posts throughout the parking areas as well as buildings around campus. These phones provide a direct line to the police dispatcher.

Wellness Services: Wellness Services is composed of the Health and Wellness Center on the first floor of Blanton Hall, Counseling and Psychological Services in the Gilbreth House, Emergency Medical Services operating out of the Student Center, and Health Education Services housed in the Health and Wellness Center. Each of these services has been designed to meet the health and wellness needs of students throughout the campus at MSU.

Our goals are to (1) teach you how to maintain your physical and psychological health and well being, (2) assist you in deciding when you need care, (3) provide care and preventive services in a convenient and sensitive manner when appropriate, (4) assist you in learning how to utilize the health care system, and (5) empower you to make informed decisions about your health.

Wellness Services provides direct care, individual health and psychological counseling, health maintenance and wellness promotion services, and health and wellness education services and programs throughout the year.

Health and Wellness Center

The Health and Wellness Center is a campus resource and service center for all students at MSU. Our goal is to keep you well, provide the care that you need when you are not, and empower you to make informed decisions about health. The Center provides direct care by nurse practitioners and physicians including the treatment of illness, women's health, HIV/STD/pregnancy screening, immunizations and health education. In addition, the staff works closely with Counseling and Psychological Services as well as other campus and community resources for referral needs.

Most services at the Center are free. Women's health, medications and laboratory work do have minimal fees. However, no student will be refused care due to the inability to pay. Visits are by appointment only unless it is an emergency.

All health records are strictly confidential and are not a part of other University records. No information about a student's visit to the Center will be released without the student's prior written consent.

The Center is open from Monday through Friday, 9 a.m. to 5 p.m.; Blanton Hall (first floor); telephone, (973) 655-4361; fax, (973) 655-4159.

Counseling and Psychological Services

Montclair State University's Counseling and Psychological Services (CAPS) provides personal counseling and psychological services for Montclair State University students. CAPS, a branch of Wellness Services, helps students to make the most of their academic education, prevent future problems, and assists students in developing to their fullest potential by learning new skills and resolving conflicts that may limit their performance. CAPS services are free for currently registered MSU students. Complete services are offered to all registered students. The services are free and available throughout each student's college career. However, a brief wait for services may occur at busier times of the year, as well as overall limitations on the number of sessions any one student is eligible to receive. Staff and faculty members are eligible for short-term consultation and referral.

CAPS records are strictly confidential. When a student comes to CAPS, information about the meeting is not recorded on a permanent university record, so it cannot appear on a transcript or any other official document. No one from any university office or any other person will be given any information about a student without specific written permission from the student, except in the event of an extreme emergency where a clear danger to self and/or others exists.

The staff of CAPS consists of licensed psychologists, doctoral-level clinical and counseling psychologists, and selected graduate students who work under close supervision. The staff of CAPS has special expertise in areas such as: short-term

counseling; coping with stress and depression; sexual abuse; eating disorders; relationship problems; family issues; substance abuse; test-taking anxiety and socio-cultural concerns.

CAPS is open 9 a.m. to 5 p.m., Monday-Thursday, and 8:30 a.m. to 4:30 p.m., on Friday. Additionally, limited evening hours are available on Thursdays during the semester by appointment only. Please call to set up initial appointment. In some cases, after an initial appointment, referrals may be made to off-campus agencies and private practitioners. Urgency of need is always taken into consideration when scheduling appointments. The center is located in the Gilbreth House (behind Freeman Hall). : telephone, (973) 655-5211; fax, (973) 655-4470.

Services for Students with Disabilities

Services for Students with Disabilities (SSD) provides counseling and academic accommodations to students with physical, psychological, learning, and sensory disabilities. The mission of the Office is to provide full access to all curricular and extracurricular activities sponsored by the University in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The SSD serves as a liaison between the student with a disability and the rest of the University community. This includes Counseling and Psychological Services, Health and Wellness Center, Residence Life, University Police, and all academic departments. SSD is open Monday 11 a.m. - 7 p.m., Tuesday-Friday 8:30 a.m. - 4:30 p.m.; other hours by appointment. The Office is located in Morehead Hall (first floor); telephone: (973)-655-5431; fax: (973) 655-5308.

Emergency Medical Services

Emergency medical services are available Monday-Sunday, 24 hour service, with emergency transport to local hospitals. Call Campus Police at (973) 655-4111 or (973) 655-5222 for immediate assistance. The Office of Emergency Medical Services is located in the Student Center; non-emergency telephone: (973) 655-7836.

Health and Wellness Education

Health and Wellness Education is housed in the Health and Wellness Center. Programs are developed to address wellness issues that are pertinent to Montclair State University students. These include but are not limited to, wellness maintenance, alcohol and other substance abuse, smoking cessation, nutrition, eating disorders, body image awareness, safe sex practices, sexual advocacy, domestic violence, peer education, stress management, and mental health issues.

Health and Wellness Education is located in the Health and Wellness Center, Bohn Hall (first floor); telephone: (973) 655-7397; fax (973) 655-6977. Hours are Monday-Friday, 9 a.m. - 5 p.m. with other hours available for programming.

Women's Center: The Women's Center is located in the Student Center, Rooms 420-422, telephone (973) 655-5114. The Women's Center aids in the education of women and men with respect to their changing roles, rights and responsibilities in today's world. Different programs/workshops and weekly discussion/support groups are offered each semester. A reference library and a referral service are available to Montclair State and the nearby community on a continual basis.

PEDAGOGY (Ed.D.)

Director: Dr. Cynthia Onore

Mathematics Education Specialization Advisor: Dr. Kenneth C. Wolff

Philosophy for Children Specialization Advisor: Dr. Ann Margaret Sharp

CENTER OF PEDAGOGY

Montclair State University's Center of Pedagogy is the first center of its kind in the nation. The Center coordinates and oversees all aspects of teacher education. Its mission is to promote the continuous development of all educators, new and experienced, field and university-based, through the simultaneous renewal of the schools and the education of educators. Policy-making and governance in the Center rest on the collaboration of the tripartite: faculty and administrators from the schools, the College of Education and Human Services, and faculty from arts and science. Our overarching goal is to support the abilities of current and new generations of students and teachers to engage actively and productively in democratic communities.

DOCTOR OF EDUCATION DEGREE, CONCENTRATION IN PEDAGOGY

Montclair State's first doctoral program, an Ed.D. in Pedagogy has been designed for classroom teachers who aspire to be models of teaching excellence, leaders among their colleagues and spokespersons for education in the state. For those who wish to develop further professionally and to remain in the classroom, the Ed.D. provides the highest level of expertise in teaching, leadership, and educational reform. The program recognizes the critical importance of schools in the nation's quest for improving our social and political democracy and in developing a strong work force by focusing on the indisputable role of classroom teachers in renewing our educational system.

Goals of the Ed.D. Program: The Ed.D. Program is designed to educate teachers in how best to implement new theories and practice understandings about teaching, learning, and the role of schools in our society.

We expect to prepare teacher leaders who will:

- understand the epistemology of the specific disciplines and the relationships among school subjects;
- be fully knowledgeable about the public purposes of schooling in a democratic society;
- be effective researchers, capable of conducting significant, original, theoretically based research in order to explore solutions to difficult problems and pressing needs confronting American education;
- be masters of pedagogy, both general and subject-specific, that is discipline-appropriate and nurturing;
- demonstrate advanced competence in the disciplines that are the bases for their teaching specialization;

- be masters of change theory, enabling students to become effective stewards of best practice in their school settings and the agents for change;
- understand both policy issues and the politics of policy in order to transcend local concerns and become effective spokespersons for systemic change;
- understand the concept of access to knowledge, including its moral implications;
- build sophisticated curriculum plans that lead to critical thinking and high levels of learning; and
- be able to plan effective educational experiences designed to promote good citizenship and democratic practice.

Vision: The Ed.D. is characterized by a strong theoretical base and a comprehensive perspective on the nature of schools, education in a democracy, and effective teaching and learning for social change. Four major themes give coherence to the program, and support both the purposes of schools and the professional needs of teachers. These themes closely correspond to the research agenda of the twenty university-school partnerships that form the national Network for Educational Renewal. They represent MSU's vision of teachers' responsibilities:

- to provide access to knowledge for all students;
- to enculturate students into our multicultural political and social democracy;
- to create and sustain appropriate and nurturing pedagogy;
- to commit themselves to educational leadership based on stewardship of best practice.

Specialization Areas: Two areas of specialization are offered to enable elementary and secondary school classroom teachers to pursue a comprehensive, interdisciplinary, advanced degree as part-time, evening, and summer students:

- Mathematics Education: This program is designed for experienced and successful classroom teachers who already have a strong preparation in mathematics. The program will add both depth and breadth to their subject matter and pedagogical knowledge. The curriculum will reflect both state and national recommendations, as well as issues related to the appropriate use of technology. It integrates mathematical topics across the mathematics curriculum and with other disciplines, encourages alternative approaches to the teaching and learning of mathematics, and develops both qualitative and quantitative methods of research in mathematics education.
- Philosophy for Children: This program is designed for experienced and successful classroom teachers who have a strong preparation in philosophy. The program will add both depth and breadth to both their subject matter and pedagogical knowledge. In addition, this specialization builds on and extends the understandings developed in the core courses, thereby carrying forward the major themes of the Ed.D. It includes the role of philosophy in reasoning, concept formation, and sound judgment; critical thinking; the use of philosophy-based children's literature to develop critical thinking, and develops skills in research methods in philosophy for children.

ADMISSION REQUIREMENTS

Initial admission status requires that students meet the minimum admissions criteria.

Prospective students must submit the following for consideration:

1. A completed and signed application for doctoral study
2. A personal essay describing their view of the relevance of doctoral education to their personal and professional development
3. A statement discussing areas of potential research interest
4. Transcripts of undergraduate and graduate work, (WES evaluation, if necessary)
5. GRE scores; TOEFL scores if necessary
6. Three letters of recommendation, including at least two from professional colleagues or college/university faculty who can attest to the candidate's potential for advanced study and research
7. Application fee.

In addition, the Ed.D. program also requires the following:

1. Three years successful classroom teaching
2. Specialization in Mathematics Education requires a Master's Degree in Mathematics Education, Mathematics or its equivalent
3. Specialization in Philosophy for Children requires a Master's Degree in Philosophy, Philosophy for Children or its equivalent
4. An interview with a committee representing both the education core, and the specialization faculty
5. A writing sample as part of the interview process

Application: Applicants to the Ed.D. program must complete a self-managed application. "Self-managed" refers to the process by which the applicant gathers all required documentation and submits it in one packet to the University for review. Montclair State University requires applicants to collect and submit transcripts and letters of reference with the application in the envelope provided in the application package. International students should refer to the additional information included in the application packet. Completed applications will be reviewed beginning February 1st. We encourage you to begin gathering the required admission documents (official transcripts, letters of recommendation, GRE scores, etc.) as soon as possible.

These materials will be reviewed by an admissions committee composed of at least three faculty, representing both the core and specialization areas, who will recommend candidates to initial admission status.

Either before or immediately following admission, students must complete any required examinations to assess competence and/or other prerequisite knowledge identified for the program. Examination results may require that students take courses beyond the standard requirements for the degree. In addition, faculty may recommend supplementary coursework for students selecting a particular specialization without sufficient undergraduate or master's preparation. A formal work program (plan of study) will be developed by each student and his/her advisor, and must be approved of by two other faculty members, one representing the core, and one representing the specialization. The work program must be approved by the Graduate School in order for the student to matriculate.

Basic Degree Requirements: Students must complete a minimum of 60 credits beyond the master's degree, including five core courses (15 credits), seven courses in an area of specialization (21 credits), four courses of research (12 credits), and a minimum of 12 credits of dissertation. All work for the doctoral degree must be completed within ten (10) years from the date of the start of the program. Every student must fulfill a residency requirement, which typically will require the student to be registered for courses as a full-time student for two consecutive semesters or for two consecutive summer sessions for part-time students.

Candidacy for the Degree: The qualifying assessment for candidacy for the Ed.D. in Pedagogy degree will be the development, presentation, and evaluation of a working portfolio that is organized around a set of pedagogical goals selected in consultation with a doctoral advisor. It is designed to be tangible and authentic evidence of the wide range of knowledge, dispositions, and skills that doctoral degree candidates should possess. The portfolio is characterized by a systematic, reflective collection of selected artifacts that constitutes evidence of learning, growth, and mastery in the essential dimensions of the doctoral program.

Students whose portfolios meet established criteria will then have their records reviewed by a faculty committee who will recommend advancement to candidacy. Successful candidates will then be able to complete their remaining coursework and the dissertation.

Dissertation: Once candidacy is established, students will be permitted to enroll in the dissertation seminar and form a dissertation committee. All dissertations will examine an issue of relevance to teaching and learning. It should demonstrate mastery of a body of existing literature and theory and its application to an educational problem. The dissertation requirement is intended to provide candidates with the opportunity to explore an important applied issue in a scholarly fashion and investigate the ways of teaching and learning may benefit from that exploration.

General Information: A limited number of graduate assistantships and graduate scholarships are available. Applications for these are included in the application packet.

For general information and application:

Call: (973) 655-5147

(800) 331 9207

Fax: (973) 655-7869

Email: Graduate.School@Montclair.edu

For further information on the academic program:

Call: (973) 655-4262

Fax: (973) 655-7776

Email: pedagogy@montclair.edu

Visit the website: www.montclair.edu/Pages/GradSchool/Graduate.html

Completed applications will be reviewed beginning February 1st. Candidates meeting basic admissions criteria may be called for an in-person interview. Candidates are encouraged to begin gathering the required admission documents as soon as possible.

REQUIREMENTS FOR THE DOCTOR OF EDUCATION
 DEGREE WITH A CONCENTRATION IN PEDAGOGY

	Semester Hours
I. Core (15 semester hours):	
Required Core Courses (12 semester hours)	
EDCO 801 Democracy and Education	3
EDCO 802 Access to Knowledge	3
EDCO 803 Pedagogy: The Art and Science of Teaching and Learning	3
EDCO 804 Organizational Change, Policy, and Leadership	3
Elective Core Courses (3 semester hours)	3
EDCO 710 Access to Knowledge Through Multiple Literacies	3
EDCO 711 Classroom Community of Inquiry	3
EDCO 712 Implications of Race and Ethnicity in United States Schools. .	3
EDCO 713 Educational Renewal and Education Policy	3
II. Specialization (21 semester hours)	
In addition to the required courses above, students must complete 21 semester hours in one of the following specializations:	
A. Mathematics Education	21
Required Courses (15 semester hours)	
MATH 811 Mathematics Education Leadership	3
MATH 812 Mathematical Modeling for Middle Level and High School Grades	3
MATH 813 Geometry for Middle Level and High School Grades	3
MATH 814 Algebra and Analysis for Middle Level and High School Grades	3
MATH 815 Critical Thinking and Cognitive Development in Mathematics	3
Elective Courses (6 semester hours)	
MATH 740 Accessing and Processing Information Through Technology	3
MATH 741 Historical and Multicultural Foundations of Mathematical Thought	3
MATH 742 Connecting Mathematics and Science	3
MATH 743 The Structure of the Real and Complex Number Systems .	3
MATH 744 Selected Topics in Number Theory for Mathematics Educators	3
B. Philosophy for Children	21
Required Courses (15 semester hours)	
EDFD 811 Philosophy, Philosophy for Children and the Educational Experience	3
EDFD 812 Contemporary Social and Political Philosophy and Philosophy for Children	3
EDFD 814 Recent American Philosophy and Philosophy for Children	3

EDFD 815	Philosophy of Mind, Cognitive Science, and Philosophy for Children	3
EDFD 816	Ethical Inquiry Through Narrative	3
Elective Courses (6 semester hours) Choose two of the following:		
EDFD 740	The Role of Logic in Philosophy for Children	3
EDFD 741	Philosophy of Religion and Philosophy for Children	3
EDFD 742	Hermeneutics of Childhood	3
EDFD 743	Philosophy of Language and Philosophy for Children	3
EDFD 744	Philosophy of Body	3
EDFD 770	Doctoral Independent Study	1-3
EDFD 813	Education for Global Citizenship	3

III. Research Requirement

Required Courses (12 semester hours)

EDCO 820	Qualitative Research Methods for Educational Research ...	3
EDCO 821	Quantitative Research Methods for Educational Research	3
EDFD 825	Research in Philosophy for Children	
OR		
MATH 825	Research in Mathematics Education	3
EDFD 830	Dissertation Seminar	
OR		
EDCO 830	Dissertation Seminar	
OR		
MATH 830	Dissertation Seminar	3

IV. Dissertation (12 semester hours - minimum)

EDCO 900	Dissertation Advisement	3
OR		
EDFD 900	Dissertation Advisement	3
OR		
MATH 900	Dissertation Advisement	3

PEDAGOGY

Course Descriptions

Semester Hours

EDCO 711 THE CLASSROOM COMMUNITY OF INQUIRY 3

This course provides students with an opportunity to move into the theory and practice of community of inquiry, in the context of classroom and other environments (e.g. school communities, child care centers, prisons. Participants will construct a general theory of communal dialogue, with particular emphasis on its application to the structure of classroom discourse.

EDCO 712 IMPLICATIONS OF RACE AND ETHNICITY IN UNITED STATES SCHOOLS. 3

This course is designed to explore the dynamics of race and ethnicity, as well as the ways in which they potentially impact democracy. The course will analyze the historic legacies of race and ethnicity within the United States and the ways in which they manifest and impact different sociopolitical systems globally. Further, a goal of this course to heighten participants' awareness of such issues and examine the relationships between race/ethnicity and education, schooling, democratic practice and literacy development.

EDCO 801 DEMOCRACY AND EDUCATION 3

This course will examine the concept of democracy and a range of interrelated issues inherent in the public purposes of schooling in social and political democracies. Students will inquire into the meaning of citizenship in a democracy, and the role of the schools in fostering its development and expression. This inquiry will be conducted comparatively. Varying domestic and international socio-cultural and political contexts will be examined. Students will examine various curricular and pedagogical designs and governance structures which can be associated with models of democratic schooling. The moral obligations of pedagogy and stewardship which fall to teachers in the conduct of educating for democratic citizenship will also be examined.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 802 ACCESS TO KNOWLEDGE 3

This course addresses the concept of access to knowledge through an examination of multiple literacies and a range of epistemological and ethical perspectives. Knowledge construction by the learner, in literacy and subject area disciplines will be examined. Students will develop an understanding of the epistemological dimensions undergirding the various school subjects. Foundational epistemological theories and current thinking in the psychological, social, and cultural underpinnings of literacy will be related to fundamental disciplinary groups such as arts, humanities, social and natural sciences and mathematics. Students will be encouraged to critically analyze and evaluate standard school texts and curriculum units.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 803 PEDAGOGY: THE ART AND SCIENCE OF TEACHING AND LEARNING 3

This course examines the art and science of teaching and learning in an evolving social and political democracy. It aims at developing an understanding that teaching and learning occur in socio-cultural contexts. Themes to be explored include competing views of knowledge and their implications for curriculum construction; current theories of learning and assessment; strategies to ascertain students' prior knowledge and experience; and pedagogical practices that build upon students' cultural capital. The course will examine diverse pedagogical strategies and their relationships to the structure and epistemology of the disciplines. Special attention will be given to the moral dimensions of the teaching-learning process.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 804 ORGANIZATIONAL CHANGE, POLICY AND LEADERSHIP 3

In this course, doctoral students will learn to analyze complex organizational patterns, situations and policies that define and affect diverse educational settings in the U.S. and in other places. Students will examine various models of leadership, theories and research on change models, and the processes of educational policy formation. Students will develop an understanding of their own role as change agents. There will be a field component for this course in which students will conduct research on the development, implementation and/or evaluation of a plan for change in an educational setting.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 820 QUALITATIVE METHODS FOR EDUCATIONAL RESEARCH 3

This course examines the theoretical and conceptual foundations of qualitative approaches to social science research and engages students in designing and conducting qualitative research in education. Students will develop a doctoral-level qualitative research proposal that provides a conceptual framework, specifies procedures for sample selection, data collection, and data analysis, and addresses issues of ethics, reliability, and validity. They will then conduct a small-scale research project, involving the design of qualitative data collection instruments, collection of qualitative data, analysis of the data, and writing a report of findings. Students will examine social, cultural, political, and ethical dimensions of qualitative research. They will be introduced to computer packages used for qualitative data analysis. They will also critically examine published qualitative research articles.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 821 QUANTITATIVE METHODS FOR EDUCATIONAL RESEARCH 3

This course provides students with an advanced critical understanding of the epistemological and methodological foundations of quantitative approaches to empirical research in education. It will also develop students' skills as critical consumers and effective producers of knowledge in various methods of educational research. The course will examine experimental design, methods and techniques, sampling procedures, methodologies, instrumentation, design, and data analysis utilized in quantitative research, and will examine the statistical techniques and procedures most commonly used in quantitative educational research. Designs studied will include one-way ANOVA, factorial and randomized complete block. Other topics will include analysis of covariance, simple linear regression and multiple regression. Students will be introduced to the use of SPSS or other computer packages utilized in quantitative research for treatment of data and the development of a research report. Students will gain experience in preparation for an acceptable doctoral dissertation which relies on the analysis of quantitative data. Full year course.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 830 DISSERTATION SEMINAR 3

In this seminar, doctoral students work toward developing and refining their dissertation proposals by sharing, discussing, and critiquing their work with each other. The seminar is a supplement to the formal dissertation proposal approval process, which is outlined in the Student Handbook for the Ed.D. in Pedagogy. Successful completion of this course does not imply approval of the dissertation. This course is offered as pass/fail only. May be repeated twice for no additional credit.

Prerequisite: Matriculation in Ed.D. in Pedagogy; admission to candidacy.

MATHEMATICAL SCIENCES

Course Descriptions

Semester
Hours

MATH 811 MATHEMATICS EDUCATION LEADERSHIP 3

Students will gain experience working for systemic change in educational programs and thus become capable of assuming a leadership role for such change. This course is designed to provide a long-term experience with nurturing pedagogy, leadership development, and stewardship of best practices. Candidates will work closely with faculty to develop goals and expectations for specific change in their work settings, where appropriate, then evaluate progress towards these goals. Candidates will conduct fieldwork in this area, including experimental design, implementation, and evaluation of results. The course includes reading, seminars, and portfolio development, as well as presentations from visiting faculty and other leaders in mathematics education.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

MATH 812 MATHEMATICAL MODELING FOR MIDDLE LEVEL AND HIGH SCHOOL GRADES 3

This course will examine mathematical modeling as a process of identifying a problem, determining a mathematical core, working within that core, and reexamining the problem to ascertain what mathematics reveals about the original problem. Specific models related to various areas of mathematics will be explored, developed, and applied in the solution of contemporary problems, and the models will serve as unifying structures in the secondary curriculum.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

MATH 813 GEOMETRY FOR MIDDLE LEVEL AND HIGH SCHOOL GRADES 3

This course discusses specific topics from geometry, their impact on the changing geometry curriculum in the schools, their application through technology, and their connection to other areas within and outside mathematics. Examples include dimension, scaling, measurement, and fractal dimension, with their use as unifying themes that can be studied from several different points of view, that make use of current visualization technology, and that can be applied across disciplines. Additional topics may be selected from finite and projective geometries, spherical and other non-Euclidean geometries. The roles these topics play in enhancing mathematical thinking and visualization skills, both in these classroom teachers and, ultimately, in the students whom these teachers teach, are emphasized. Classroom materials, activities, and techniques are discussed and developed and concepts explained and explored through various modes, such as hands-on manipulatives, interactive computer software, and graphing calculators.

Prerequisite: A background in undergraduate geometry comparable to MATH 350 and matriculation in Ed.D. in Pedagogy.

MATH 814 ALGEBRA AND ANALYSIS FOR MIDDLE LEVEL AND HIGH SCHOOL GRADES 3

Topics from algebra and analysis will be used to explore and unify a variety of topics in the changing school curriculum. For example, the topic of linear transformations can be used to motivate the connection between geometric transformations and the related algebra. Topics will be selected to provide students with the tools to approach algebra numerically with middle school students as well as more abstractly with advanced senior high school students. Other topics, such as the Fundamental Theorem of Algebra, complex numbers, sequences, and series will be used to bridge the gap between algebra and topics in analysis. Then topics from analysis will be used to build a firm foundation on the structure of various number systems such as real and complex numbers. Part of the course will be axiomatic and theoretical development in the classical sense. Applications of these theoretical results to the school mathematics curriculum and to other academic fields, such as physics, will be explored.

Prerequisites: MATH 425 and MATH 431 and matriculation in Ed.D. in Pedagogy.

MATH 815 CRITICAL THINKING AND COGNITIVE DEVELOPMENT IN MATHEMATICS 3

This course focuses on cognitive development and the application of critical thinking and problem solving strategies to the teaching and learning of mathematics. Mathematical models as unifying structures will be examined together with investigations into methods of acquiring mathematical knowledge and the nature of mathematical proof. Contemporary learning theories in mathematics will be surveyed and applied in specific classroom situations.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

MATH 825 RESEARCH IN MATHEMATICS EDUCATION 3

This course will examine the nature of research in mathematics education, its designs and methodologies, and its impact on school curricula. Research studies in cognitive development, curriculum and instruction, the teaching-learning process, language and communication in mathematics classrooms, and critical contemporary issues in mathematics education will be examined, analyzed, and discussed from the perspective of the classroom teacher.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

MATH 830 DISSERTATION SEMINAR 3

In this seminar, doctoral students work toward developing and refining their dissertation proposals by sharing, discussing, and critiquing their work with each other. The seminar is a supplement to the formal dissertation proposal approval process, which is outlined in the Student Handbook for the Ed.D. in Pedagogy. Successful completion of this course does not imply approval of the dissertation. This course is offered as pass/fail only. May be repeated twice for no additional credit.

Prerequisite: Matriculation in Ed.D. in Pedagogy; admission to candidacy.

EDUCATIONAL FOUNDATIONS

Course Descriptions

Semester
Hours

EDFD 740 THE ROLE OF LOGIC IN PHILOSOPHY FOR CHILDREN 3

The philosophy of logic is dealt with in this course in a special relationship to Philosophy for Children. Consideration is given to alternative logics such as the logic of dialogue, the logic relations, and informal logic such as analogical reasoning, as well as induction and deduction.

EDFD 744 PHILOSOPHY OF BODY 3

This course focuses on the richly varied aspects of the concept of the human body as these have been expressed and codified through history. It provides a site for the linkage of philosophical, psychological, anthropological, historical, political, religious, and social perspectives on corporeity and the phenomenon of embodiment. Its larger goal is to explore ways in which philosophy of the body offers opportunities for moral and ethical inquiry in classroom communities of inquiry.

EDFD 745 PHILOSOPHY FOR CHILDREN AND ANCIENT GREEK PHILOSOPHY 3

This course focuses on the role of some core concepts established and developed by ancient Greek philosophers, the most important of which for Philosophy for Children are philosophy, childhood, dialogue, citizenship, and the education of virtue.

EDFD 750 SELECTED TOPICS IN PHILOSOPHY FOR CHILDREN 3

This course will focus on selected theoretical and practical issues in Philosophy for Children, including but not limited to research topics, pedagogical theory and strategy, curriculum assessment and development, the relationship of Philosophy for Children to various philosophical traditions, and related topics in critical thinking, moral education, and philosophy of education.

EDFD 770 DOCTORAL INDEPENDENT STUDY 1-3

Student investigates selected topic(s) under the guidance of a doctoral faculty member.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 811 PHILOSOPHY, PHILOSOPHY FOR CHILDREN, AND THE EDUCATIONAL EXPERIENCE 3

This course is an exploration of the philosophical and pedagogical assumptions that found educational theory and practice, and Philosophy for Children. The practice of philosophy as exemplified by Philosophy for Children represents, not just an academic discipline which is new to the education of children, but an approach to that discipline with significant implications for curriculum and pedagogy in general. Students will reflect as a community of inquiry on the philosophical assumptions of various models of education, and explore the implications of Philosophy for Children's curriculum and methodology for educational renewal.

EDFD 812 CONTEMPORARY SOCIAL AND POLITICAL PHILOSOPHY AND PHILOSOPHY FOR CHILDREN 3

This course provides the participants (instructor and students) the opportunity to use contemporary social and political theory as a means of discerning the social and political dimensions of ordinary experience, and of making political analyses of the materials and methods of Philosophy for Children. This course also provides the opportunity to experiment with the community of inquiry as a forum for political inquiry and action. We will select a number of social and political issues to confront, work toward constructing personal and collective responses, and experiment in putting our convictions into action.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 813 EDUCATION FOR GLOBAL CITIZENSHIP 3

This course is a collaborative, dialogical inquiry into the relationship between education and the ideal of participatory global citizenship. It explores the concept of citizenship, what we mean by a "good" citizen, the relationship between local and global citizenship, and issues of indoctrination, group allegiance, forms of community, and the ethics of pluralism; all in the context of educational form, content and methodology.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 814 RECENT AMERICAN PHILOSOPHY AND PHILOSOPHY FOR CHILDREN 3

This course examines the major concepts of North American philosophy, including philosophy of education, from the late nineteenth century to the present, and their influence on the development of Philosophy for Children. These concepts include experience, judgment, inquiry, community, dialogue and democracy. Students will engage in critical study of selected works of Peirce, W. James, Royce, Santayana, Dewey, Mead, Buchler, C.I. Lewis and Beardsley, in addition to works by contemporary American philosophers.

EDFD 815 PHILOSOPHY OF MIND, COGNITIVE SCIENCE, AND PHILOSOPHY FOR CHILDREN 3

Philosophy for Children aims to enhance children's thinking with particular attention to their powers of concept formation. These are areas which have been much cultivated by the philosophy of mind in the past half century. Many of the issues raised by the philosophy of mind emerge in philosophical conversations in children as well as in prepared curricula. This course aims to explore those domains of the philosophy of mind and cognitive science that have contributed to an understanding of how children think and how they can learn to think better.

EDFD 816 ETHICAL INQUIRY THROUGH NARRATIVE 3

This course provides students with an opportunity to engage in communal ethical inquiry through the medium of novels and short stories. Emphasis is placed on the narrative contextualization of ethical problems in literature, and in the latter's relation to ethics as philosophical discourse
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 825 RESEARCH LITERATURE IN PHILOSOPHY FOR CHILDREN 3

An extensive inquiry into the appropriate uses of quantitative, qualitative and theoretical research in Philosophy for Children, and the identification of as yet unexplored areas for future study. The course is designed to provide necessary resources to students who are preparing their dissertations. It includes an exhaustive review and critique of the research literature in Philosophy for Children and closely related fields.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 830 DISSERTATION SEMINAR 3

In this seminar, doctoral students work toward developing and refining their dissertation proposals by sharing, discussing, and critiquing their work with each other. The seminar is a supplement to the formal dissertation proposal approval process, which is outlined in the Student Handbook for the Ed.D. in Pedagogy. Successful completion of this course does not imply approval of the dissertation. This course is offered as pass/fail only. May be repeated twice for no additional credit.

Prerequisite: Matriculation in Ed.D. in Pedagogy; admission to candidacy.

ANTHROPOLOGY

Chairperson: Dr. Kenneth Brook

Program Coordinator: Dr. Kenneth Brook

COMBINED BACHELOR AND MASTER OF ARTS DEGREES IN PRACTICAL ANTHROPOLOGY

THE PROGRAM

The five-year combined undergraduate and graduate program in practical anthropology culminating with the MA degree provides an integrated undergraduate and graduate education in anthropology. Its primary objective is to provide students with the knowledge, skills and experience to pursue careers in applied anthropology. Along with the applied focus, the program maintains anthropology's holistic tradition of integrating biological, archaeological, linguistic, and cultural approaches to understanding human behavior.

CAREER OPPORTUNITIES

- Museum curating;
- Historical preservation and reconstruction;
- Government and private planning and research agencies;
- International relations organizations;
- Public interest organizations, community planning;
- Medical and mental health programs;
- Helping professions;
- Market research, consumer affairs.

PROGRAM OBJECTIVES

- To familiarize students with anthropology's five major subfields: archaeology, biological anthropology, linguistics, cultural anthropology and applied anthropology.
- To foster cultural sensitivity by addressing basic uniformities in human concerns and diverse cultural practices.
- To introduce students to the applications of anthropology in contemporary affairs, and to the contexts within which practicing anthropologists function.
- To instruct students in the qualitative and quantitative methods used by practicing anthropologists.
- To provide specialized preparation for students in needs and impact assessment, program evaluation, policy development, communication and mediation, and cultural resource management.
- To provide actual field experience in the practice of anthropology by placing students in regional public and private agencies, where under faculty guidance and agency supervision, they assume responsibility for completing a significant project.
- To educate students about career opportunities in applied anthropology and the best strategies to be used in marketing their skills and experience.

ADMISSION TO THE PROGRAM

The needs of graduate applicants are reviewed on an individual basis to insure that prerequisites for successful completion of the program are satisfied. Every effort is made to minimize the number of undergraduate courses required of entering new students. During the final year of the program, each student conducts an apprenticeship in an actual work setting. To be awarded the MA in Practical Anthropology, students must achieve a minimum 3.0 average, and complete a treatise based upon the apprenticeship experience. Students interested in this innovative and comprehensive program are advised to contact the department chair or program coordinator for further information.

PROGRAM OVERVIEW

In combination, undergraduate and graduate course work in anthropology includes the following areas: basic core courses; practical anthropology; theory and methods in anthropological research and practice; urban anthropology; culture change; quantitative methods; computer applications; non-Western cultures; and topical courses related to the student's career interests. Apprenticeship and treatise requirements are fulfilled in cooperation with faculty advisors.

REQUIREMENTS FOR THE COMBINED BACHELOR AND MASTER OF ARTS DEGREES IN PRACTICAL ANTHROPOLOGY

	Semester Hours
I. Required Courses:	
A. Core Courses (12 semester hours)	
ANTH 100 Cultural Anthropology	3
ANTH 101 Physical Anthropology	3
ANTH 102 Anthropological Linguistics	3
ANTH 103 Prehistoric Archaeology	3
B. Track Courses (18 semester hours)	
Undergraduate (12 semester hours)	
ANTH 201 Contemporary Practical Anthropology	3
ANTH 210 Urban Anthropology	3
ANTH 300 Methods in Anthropological Research and Practice	3
ANTH 401 Seminar in Anthropological Theory	3
Graduate (6 semester hours)	
ANTH 550 Culture Change	3
PRAN 531 Regional Studies in Practical Anthropology	3
C. Quantitative Methods (4 semester hours)	
SOCI 240 Statistics for Social Research	4
II. Ethnology Requirement (6 semester hours)	
ANTH 110 Anthropology of Multicultural America	3
ANTH 115 Cultures of the Middle East	3
ANTH 120 Native North Americans	3

	ANTH 130	Cultures of Southeast Asia	3
	ANTH 140	Non-Western Contributions to the Western World	3
	ANTH 150	Native Latin Americans	3
	ANTH 170	Peoples of Africa	3
III.	Topical Anthropology Courses (12 semester hours)		
	Undergraduate courses (6 semester hours)		
	ANTH 220	American Folk Culture	3
	ANTH 230	Conflict and Violence	3
	ANTH 240	Human Variation	3
	ANTH 270	Archaeology of Ancient Middle America	3
	ANTH 310	Anthropology of Work	3
	ANTH 330	Anthropology of Food and Nutrition	3
	ANTH 350	Anthropology of Aging and the Aged	3
	ANTH 360	Cultural Ecology	3
	ANTH 370	Experimental Archaeology	3
	ANTH 380	Anthropology of Women	3
	ANTH 405	Psychological Anthropology	3
	ANTH 414	Selected Issues in Anthropology	3
	ANTH 425	Anthropology of Religion	3
	ANTH 430	Field Methods in Linguistics	3
	ANTH 440	Medical Anthropology	3
	ANTH 460	Field Methods: Visual Anthropology	3
	ANTH 470	Field Methods in Archaeology	3
	ANTH 480	Independent Research in Anthropology	3
	Graduate courses (6 semester hours)		
	ANTH 510	Ethnology	3
	ANTH 520	Anthropology and International Communication	3
	ANTH 530	Development Anthropology	3
	ANTH 538	Ethnopsychology	3
	ANTH 540	Anthropology of Cities	3
	ANTH 547	Woman: A Cross-Cultural Perspective	3
	ANTH 560	Applied Medical Anthropology	3
	ANTH 570	Prehistoric North America	3
	ANTH 601	Independent Anthropological Research	3
IV.	Collateral Courses (18 semester hours - see advisor)		
	Five (5) undergraduate courses		15
	One (1) graduate course		3
V.	Apprenticeship (24 semester hours)		
	PRAN 420	Pre-Apprenticeship in Anthropology I	3
	PRAN 430	Pre-Apprenticeship in Anthropology II	3
	PRAN 520	Apprenticeship in Anthropology	9
	PRAN 620	Post-Apprenticeship in Practical Anthropology	9

ANTHROPOLOGY

Course Descriptions

Semester Hours

PRAN 420 PRE-APPRENTICESHIP IN ANTHROPOLOGY I 3

Identification of an applied research problem suitable for the apprenticeship, formulation of a set of research objectives, and review of the appropriate literature.

Prerequisite: ANTH 300.

PRAN 430 PRE-APPRENTICESHIP IN ANTHROPOLOGY II 3

Building on their knowledge of applied anthropology topics, selection of a research topic, and literature review in PRAN 420, this course provides students with instruction regarding the process of research site selection and project design. Students identify potential organizations for eventual apprenticeship placement. Emphasis is placed on the systematic gathering and analysis of information about both public and private sector organizations in the greater New York/New Jersey metropolitan area. This includes initial organization visitations relative to selecting an apprenticeship setting, the identification of an applied research problem, developing an apprenticeship contract, and preliminary research project design.

Prerequisite: PRAN 420.

PRAN 520 APPRENTICESHIP IN ANTHROPOLOGY 9

As an outgrowth of their pre-apprenticeship experiences, students are required to implement their practical anthropological fieldwork projects. Under faculty guidance and agency supervision, students collect and analyze data and the write a preliminary agency report. These experiences afford students opportunities both to test their knowledge and to gain disciplined practice in their profession.

Prerequisite: PRAN 430.

PRAN 531 REGIONAL STUDIES IN PRACTICAL ANTHROPOLOGY 3

This course uses anthropological approaches to primary and secondary data sources and participatory methodologies in exploring contemporary issues in the New York-New Jersey metropolitan area. Focal issues will vary from semester to semester.

PRAN 620 POST-APPRENTICESHIP IN PRACTICAL ANTHROPOLOGY 9

The preparation and approval of a formal and systematically written monograph, based on an applied anthropology apprenticeship conducted in an agency or other appropriate setting.

Prerequisite: PRAN 520.

PRAN 621 TREATISE CONTINUATION 1

This course provides the opportunity for students who have not completed the treatise during the semester long PRAN 620, Post Apprenticeship in Anthropology course, to fulfill all requirements of the treatise during additional semesters. This course may be repeated three times; the maximum number of credits is one.

Prerequisite: PRAN 620.

ANTH 510 ETHNOLOGY 3

A graduate introduction to anthropological field research, human evolution, cultural variation, and anthropological approaches to modern world problems.

**ANTH 520 ANTHROPOLOGY AND INTERNATIONAL
COMMUNICATION**

3

This course provides students with the knowledge of how to apply anthropological concepts to the practical world of international business, diplomacy and service. It focuses on the integration of verbal and non-verbal communication, as well as on cultural and personal values in the context of differences (rather than similarities) between members of different countries/cultures. Emphasis is placed on educating students on how to interact and communicate in new cultural and/or international settings.

ANTH 530 DEVELOPMENT ANTHROPOLOGY

3

A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.

ANTH 538 ETHNOPSYCHOLOGY

3

This is an interdisciplinary course on convergencies of theoretical and methodological concepts from anthropology and psychology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross listed with Psychology, PSYC 538.

ANTH 540 ANTHROPOLOGY OF CITIES

3

This course constitutes an examination of urbanism and the process of urbanization from a cross-cultural, comparative perspective. The course is designed to expose the student to the major conceptual models of urban communities, cities, nation states and the world system. We will study the works of scholars who have engaged in debates about these complex sociocultural formations.

ANTH 547 WOMAN: A CROSS-CULTURAL PERSPECTIVE

3

Physiological and psychological aspects of women studied cross-culturally and their implications for contemporary society. Morphological and psychological developments from conception to death in various cultures, inferences about the roles of women in American society. Cross listed with Psychology, PSYC 547.

ANTH 550 CULTURE CHANGE

3

Emphasis on the dynamics of cultural change and continuity. Factors and conditions which stimulate and reward culture change are reviewed. Particular attention is given to how the cultural, economic, political and social interests of major international powers produce change and conflict throughout the developing world.

ANTH 560 APPLIED MEDICAL ANTHROPOLOGY

3

This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.

ANTH 570 PREHISTORIC NORTH AMERICA

3

General background in Native American archaeology, and theory and method in this subdiscipline. Selected culture areas and problems relating to time depth, cultural interaction, and the nature of archaeological evidence north of Mexico.

ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH

3

Directed research towards the preparation of a written paper on a topic of theoretical importance in anthropology. A tutorial without formal class meetings.

Prerequisites: Departmental approval.

BIOLOGY

Chairperson: Dr. Bonnie K. Lustigman

Graduate Advisor: Dr. Dirk Vanderklein

The graduate programs in the Biology and Molecular Biology Department are designed to enable a student to develop his or her preparation for a career in biological fields requiring advanced training or for the teaching profession.

MASTER OF SCIENCE DEGREE IN BIOLOGY

Graduate Advisor: Dr. Dirk Vanderklein

Research facilities of the Biology and Molecular Biology Department are maintained in Science Hall and include specialized equipment for molecular biology, electron microscopy, botany, microbiology, immunology, aquatic biology, tissue culture, animal behavior, and cell physiology. Additionally, the facilities at the New Jersey Marine Sciences Consortium, New Jersey School of Conservation, and other departments in the College of Science and Mathematics are available for cooperative graduate research. Faculty research interests include aquatic and terrestrial ecology, developmental biology, parasitology, microbiology, immunology, cell physiology, molecular biology, plant physiology, entomology and evolutionary mechanisms. The Biology and Molecular Biology Department has a state-of-the-art molecular biology laboratory for teaching both introductory and advanced courses in molecular biology and biotechnology.

The Biology and Molecular Biology Department offers thesis and non-thesis students opportunity for graduate research under faculty supervision in selected areas of biology. Original research should not exceed 8 semester hours for thesis students and 5 semester hours for non-thesis students. Students must complete a minimum of 26 semester hours in biology and a maximum of 6 semester hours in approved electives, completing 32 semester hours in coursework.

ADMISSION REQUIREMENTS

Prior to matriculation for the Master of Science degree in biology, the student should have completed a subject matter of at least twenty-four semester hours in biology and have adequate preparation in college chemistry, mathematics and physics.

In cases where there has been a weak undergraduate program in the major and/or collateral fields, prerequisite courses, which will not count towards graduate credit, may be assigned.

The matriculation program for MS candidates is prepared in consultation with the biology graduate advisor. Changes in the program can be made only with the written approval of the graduate advisor. It is the responsibility of the student to keep the advisor informed of progress in the program.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN BIOLOGY

	Semester Hours
I. Required Courses:	
A. Organismic	
BIOL 520 Plant Physiology	4
<i>or</i>	
BIOL 540 Mammalian Physiology	3
B. Molecular	
BIOL 547 Molecular Biology I	3
C. Ecology	
BIOL 570 Ecology	3
II. Biology Areas of Emphasis	14-19
A. Biology Courses at Montclair State University	
B. Biology Courses at NJ Marine Sciences Consortium	(Optional 0-4)
C. Non-departmental Approved Electives	(Optional 0-6)
(With approval of graduate advisor and Graduate Studies)	
III. Research, Laboratory, or Field Requirement	
A. Thesis Option	5-8
BIOL 597 Research in Biological Literature	1
BIOL 600 Thesis Research in Biology	4-7

Preliminary Examination: Students selecting this option will be required to take a Preliminary Examination. Preliminary Examination must be taken prior to submission of thesis proposal.

B. 1. Non-Thesis Research Option	5
BIOL 597 Research in Biological Literature	1
BIOL 599 Introduction to Biological Research	4
(Open only to non-thesis students.)	
2. Non-Thesis Laboratory or Field Option	4-5
BIOL 597 Research in Biological Literature	1
Approved Biology Laboratory or Field Course	3-4
(With approval of graduate advisor and Graduate Studies)	

The student will establish a 3 faculty member committee who will propose a semester long literature research paper. At the end of the semester, the student will submit the paper and orally defend it to the committee.

Total Credits: 32

MASTER OF SCIENCE DEGREE IN BIOLOGY, BIOLOGY SCIENCE EDUCATION CONCENTRATION

Graduate Advisor: Dr. Sandra Adams

The MS in Biology with a concentration in Biology Science Education is intended for certified Biology teachers interested in enhancing and updating their content expertise, exploring and conducting research on biology learning, and expanding their insights into pedagogy. Students will complete 32 semester hours of coursework in biology, biology education, and curriculum and teaching and/or educational foundations. Students must take a minimum of 20 credits in biology and 6 credits in College of Education and Human Services and can take a maximum of 6 credits outside the department including BIOL courses taken as a non-matriculated student, courses taken in other MSU departments, and courses transferred from other institutions. Students must receive a B or better in these courses and the credits can not have counted toward another degree.

This is a non-thesis program that can include graduate research under faculty supervision. Introduction to Biological Research (BIOL 599) as well as Research in Biological Literature (BIOL 597) within this concentration will focus on science education as it applies to Biology. Original research (BIOL 599) should not exceed 4 credits.

ADMISSION REQUIREMENTS

In addition to the admission requirements listed for the MS in Biology, candidates for admission to the Biology Science Education Concentration must have teaching certification in Biology.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN BIOLOGY, BIOLOGY SCIENCE EDUCATION CONCENTRATION

	Semester Hours
I. Required Courses:	
A. Organismic	
BIOL 520 Plant Physiology	4
or	
BIOL 540 Mammalian Physiology	3
B. Molecular	
BIOL 547 Molecular Biology I	3
C. Ecology	
BIOL 570 Ecology	3
II. Required Biology Science Education Concentration (12 semester hours)	
A. BIOL 510 Biology Pedagogy for Secondary Teachers	3
B. BIOL 601 Advanced Biology Science Education Pedagogy	3
C. CURR 530 Principles of Curriculum Development	3

D. EDFD 550 Critical Thinking and Learning

OR

CURR 551 Problem Solving and Critical Inquiry in Curriculum Development 3

III. Electives in Biology (9-10 semester hours)

It is recommended that the student select appropriate electives from the following courses reflecting the students's professional interest. Only nine credits at the 400 level may be used in the Master's program.

BIOL 512	Topics in Modern Genetics	3
BIOL 520	Plant Physiology	4
BIOL 521	Field Studies of Flowering Plants	4
BIOL 523	Mycology	3
BIOL 531	Medical Parasitology	3
BIOL 532	Advanced Entomology	3
BIOL 540	Mammalian Physiology	3
BIOL 544	Comparative Animal Physiology	4
BIOL 546	Topics in Physiology	3
BIOL 548	Molecular Biology II	4
BIOL 549	Topics in Developmental Biology	3
BIOL 550	Topics in Microbiology	3
BIOL 551	Intermediary Metabolism I	3
BIOL 552	Biology of Lipids	3
BIOL 553	Microbial Ecology	4
BIOL 554	Microbial Physiology	3
BIOL 571	Physiological Plant Ecology	4
BIOL 572	Wetland Ecology	4
BIOL 573	Shoreline Ecology	4
BIOL 599	Introduction to Biological Research	4

With the approval of the graduate advisor and the Graduate School, other 500-level courses in Biology or in other departments may be acceptable.

IV.	BIOL 597	Research in Biological Literature	1
V.	Comprehensive Examination		

Total Credits: 32

BIOLOGY

Course Descriptions

Semester Hours

BIOL 510 BIOLOGY PEDAGOGY FOR SECONDARY TEACHERS 3

Seminar and research course designed for study of methods and practices being used in teaching of secondary school biology.

Prerequisites: 24 semester hours in biology.

BIOL 512 TOPICS IN MODERN GENETICS 3

Seminar course. Selected topics from current developments in genetic research, including chromosome and gene fine structure, extra chromosomal genetic elements, genetic engineering, and aspects of biomedical genetic research.

Prerequisites: Undergraduate course in genetics.

BIOL 513 INSTRUMENTATION AND TECHNIQUES 4
FOR BIOLOGICAL SCIENCE

This course is designed to acquaint students with modern analytical and research techniques in biology, including manometry, spectrophotometry, electrophoresis, chromatography, microbial batch growth and assay techniques, immunotechniques and evaluation of experimental design and data.

Prerequisite: 24 semester hours in biology.

BIOL 514 GRADUATE SEMINAR IN BIOLOGY 2

Through a series of seminars delivered by faculty and guests, students will survey a broad range of topics in modern biology, and be introduced to the variety of specializations represented within the department. Emphasis shall be placed on recent advances in diverse areas of biology.

Prerequisites: Graduate biology majors only.

BIOL 518 STRATEGIES FOR TEACHING COLLEGE BIOLOGY 1

Biology Teaching Assistants and upper-level undergraduates with interests in teaching will interact with experienced teachers, but more importantly will gain access to a forum for discussing their experiences and concerns with other prospective biology teachers. Students will discuss contemporary articles on science teaching at the college level.

Prerequisites: B.S. in Biology and departmental approval.

BIOL 520 PLANT PHYSIOLOGY 4

Investigation of physiology of plants. Plant growth, development and reproduction as well as the new advances in plant physiology. Water relations of plants, mineral nutrition, physiological significance of soil and soil moisture, photosynthesis, respiration, plant biosynthesis and dynamics of growth.

Prerequisites: Organic chemistry, and botany. Special fee.

BIOL 521 FIELD STUDIES OF FLOWERING PLANTS 4

The taxonomy, evolutionary trends and ecological adaptations of the gymnosperms and angiosperms. A variety of habitats will be visited and analyzed.

Prerequisites: Botany and field course in biology.

BIOL 532 ADVANCED ENTOMOLOGY 3

Examination of insects as model systems for biological inquiry. Topics include an integrative treatment of insect molecular biology, genetics, physiology, behavior, evolution and ecology.

Prerequisite: Matriculation in M.S. Biology program or permission of instructor.

BIOL 533 ADVANCED CELL BIOLOGY 3

Detailed analysis of cellular structure and function. Topics to be covered include the role of subcellular organelles in maintaining cell viability, analysis of cytoskeletal components, structure and function of the plasma membrane and cellular defects that lead to cancer and other disease states.

Prerequisites: Matriculation in the M.S. Biology program or permission of instructor.

BIOL 540 MAMMALIAN PHYSIOLOGY 3

A broad survey of the physiology of mammalian systems aimed at graduate students who lack an upper-level background in physiology at the undergraduate level. The principles of homeostasis mechanisms as they apply to various organ systems will be stressed.

Prerequisite: Graduate standing, but not open to students who have completed undergraduate upper division Mammalian/Human Physiology classes.

BIOL 542 ADVANCED ENDOCRINOLOGY 3

A study of the physiology of the mammalian endocrine system with emphasis on hormonal control of homeostasis.

Prerequisite: Endocrinology and Cell Biology.

BIOL 543 ADVANCES IN IMMUNOLOGY 3

To study in detail selected topics in immunology.

Prerequisites: Immunology.

BIOL 546 TOPICS IN PHYSIOLOGY 3

To give the student an in-depth understanding of three specific areas of human physiology. The areas selected are those in which there is a rapidly expanding body of knowledge. The areas covered will be kidney physiology in health and disease; neurotransmitters and modulation in the central nervous system; homeostatic processes in the myocardium and blood vessel walls in health and disease.

Prerequisites: Course in physiology.

BIOL 547 MOLECULAR BIOLOGY I 3

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information.

Prerequisites: Cell Biology, and one year of organic chemistry.

BIOL 548 MOLECULAR BIOLOGY II 4

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information. The laboratory will deal with up-to-date investigative procedures via selected experiments.

Prerequisite: BIOL 547. Special fee.

BIOL 549 TOPICS IN DEVELOPMENTAL BIOLOGY 3

Seminar in the regulation of developmental events, including both classical morphogenesis and recent advances using techniques of cell and molecular biology.

Prerequisites: Genetics and developmental embryology.

BIOL 550 TOPICS IN MICROBIOLOGY 3

Coverage of selected topics such as the microbial genetics, antibiotic action, bacteriophage, virus, cancer and microbial metabolism. Emphasis will be placed on practical applications of modern research in specific areas.

Prerequisites: Microbiology.

BIOL 551 INTERMEDIARY METABOLISM I 3

Discussion of interrelationships of catabolic and anabolic paths. Primary emphasis is placed on the metabolism of nucleic acids, carbohydrates, and proteins.

Prerequisite: Biochemistry and cell biology.

BIOL 552 BIOLOGY OF LIPIDS 3

Biological cycles, unity and diversity in metabolic paths, metabolic evolution, metabolic control mechanisms and other special topics. Primary emphasis is placed on the metabolism of lipids.

Prerequisite: Cell biology and organic chemistry.

BIOL 554 MICROBIAL PHYSIOLOGY 3

A study of microorganisms in terms of their morphology and metabolism. The significance of metabolic diversity and secondary metabolic products of various microorganisms will be explored through lecture topics. The economic significance of microbial metabolism in relation to industry and pathogenic diseases will be emphasized.

Prerequisites: Microbiology.

BIOL 556 MOLECULAR BIOLOGY OF PROTEINS 3

Study of the molecular biology of biomolecules, including proteins. The course will examine how changes in the three dimensional structure of biomolecules affect their biological function. Protein engineering, enzyme catalysis, and site-directed mutagenesis will be discussed.

Prerequisite: Admission into the graduate biology program or departmental approval.

BIOL 570 ECOLOGY 3

Basic ecological principles and concepts. Habitat approach to field exercises in fresh water and terrestrial ecology. Intra- and interspecific relationships with all living members of the ecosystem, problems in plant and animal biology.

Prerequisites: Botany and Zoology.

BIOL 571 PHYSIOLOGICAL PLANT ECOLOGY 4

The effects of soil, light, and water on plant growth, as well as, toxic effects of metals and salinity are measured using growth chamber and greenhouse facilities.

Prerequisite: Botany and one course in field biology. Special fee.

BIOL 572 WETLAND ECOLOGY 4

Important biotic, chemical and physical parameters of New Jersey's estuaries. Evolution and successional trends of estuarine communities. Ecology of individual communities studies by field trips to Delaware Bay shore and to some Atlantic coast bays, marshes and offshore barrier islands. Also offered at the New Jersey Marine Sciences Consortium.

Prerequisites: Botany, and zoology, and field biology. Special fee.

BIOL 573 SHORELINE ECOLOGY 4

Community structure, trophic dynamics, species diversity and distribution of bottom dwelling organisms in relationship to their environment; lectures, laboratory work and field investigations of marine benthos. Also offered at the New Jersey Marine Sciences Consortium.

Prerequisites: Botany, and zoology, and field biology.

BIOL 574 BEHAVIORAL ECOLOGY 3

This seminar course explains the ecological consequences of animal behavior, viewed within the context of how behavior evolves and how populations adapt to their environments.

Prerequisites: Field biology and zoology.

BIOL 576 BIOLOGY OF EXTREME HABITATS 3

The course will describe the adaptations that allow the survival of plants and animals, as well as microorganisms, in a variety of extreme habitats. Some of these habitats include: deserts, arctic, grassland, estuaries.

BIOL 579 PHYSIOLOGICAL ECOLOGY OF ANIMALS 3

A variety of different animals, ranging from protists to mammals, will be examined and compared to demonstrate the physiological adaptations they have evolved to successfully survive and reproduce.

Prerequisite: Graduate standing in Biology or departmental approval.

BIOL 580 EVOLUTIONARY MECHANISMS 3

This course will provide students the opportunity to read primary resource material and interpret the findings of the data. This course will also teach students how to read, critique and present scientific data to a peer group. Students will analyze, discuss and present primary research articles with respect to scientific content, accuracy of the data and significance of the experiments.

Prerequisite: Matriculation in the M.S. Biology program or permission of instructor.

BIOL 592 GRADUATE COLLOQUIUM 1

Students in this course will read primary resource material and interpret the data. This course will also teach students how to read, critique and present scientific data to a peer group. Students will analyze, discuss and present primary research articles with respect to scientific content, accuracy of the data and significance of the experiments.

Prerequisite: Matriculation in the M.S. Biology program or permission of instructor.

BIOL 595 CONSERVATION BIOLOGY: 3
THE PRESERVATION OF BIOLOGICAL DIVERSITY

This course addresses concerns about the loss of biological diversity and genetic resources through species extinctions. Students will learn about the importance of maintaining biological diversity, the problems involved in monitoring and protecting sensitive and crucial habitat, the impact of human societies on biodiversity, the alternatives to the destruction of habitat/species, the prospects of restoration, and the policies needed to prevent the loss of biological diversity. Students will also learn about population processes that are directly related to species survival. This course is cross listed with CNFS 595.

Prerequisite: Botany, and zoology, and field biology.

BIOL 596 SELECTED TECHNIQUES IN 1.5
BIOLOGY SCIENCE EDUCATION

A laboratory course that trains teachers in manipulatives suitable for secondary biology education. Students will be introduced to a variety of physiological, ecological, molecular biological techniques applicable for implementation in secondary school classrooms. May be repeated three more times for a total of six semester hours.

Prerequisite: Biology teaching certification or departmental approval.

BIOL 597 RESEARCH IN BIOLOGICAL LITERATURE 1

To allow the student to investigate and evaluate a specific topic in biology under the supervision of a faculty member and to develop the student's skills in presenting current research in both the written and oral modes.

Prerequisites: Departmental approval.

BIOL 598 SELECTED TECHNIQUES IN MOLECULAR BIOLOGY 1.5

A laboratory course that trains students in advanced techniques in molecular biology. Students will learn how to perform a specific technique as well as learning the theory behind the technique. May be repeated three times for a total of six semester hours.

Prerequisites: Undergraduate or graduate molecular biology courses or equivalent and permission of instructor. Special fee.

BIOL 599 INTRODUCTION TO BIOLOGICAL RESEARCH 4

A research experience in which students will be exposed to current biologic techniques by working with scientific investigators in industry, or within the department. Students will work on projects involving research techniques, data collection and the analysis and interpretation of the data.

Prerequisites: Departmental approval Special fee.

BIOL 600 THESIS RESEARCH IN BIOLOGY 3

This course is designed to provide hands on experience in the techniques of research in a well-defined area of biology. Design of an experiment and problem solving will be emphasized.

Prerequisites: Departmental approval and culminating experience. Special fee

BIOL 601 ADVANCED BIOLOGICAL SCIENCE EDUCATION PEDAGOGY 3

This course aims for the development of an understanding of the pedagogy of inquiry-based learning and of the processes of scientific investigation and reasoning, as well as other factors influencing effective teaching (e.g. equity issues, assessment methods, and communication skills). Modeling of the inquiry-based approach will be applied to a range of scientific concepts, focusing on biological concepts such as natural selection, meiosis and Mendelian genetics, and photosynthesis. As these concepts are explored, relevant science education literature will be examined in order to understand the nature of student conceptions as well as broader issues of constructivist and situated learning and implications of philosophy and sociology of science for science education.

BUSINESS ADMINISTRATION

Master of Business Administration (MBA) Director: Dr. Eileen Kaplan

THE MONTCLAIR MBA

The goal of the MBA Program is to combine conceptual approaches to business with practical application in order to give students needed skills to prepare them for today's global economy. Montclair State graduates are well-rounded, self-motivated and employed in many of the best companies in the region. Equipped with an education built upon standards of excellence, alumni enjoy tremendous opportunities for a rich and rewarding career.

The curriculum stresses the conceptual foundations of business disciplines and current managerial practices. This blend of theory and practice builds a strong foundation for immediate practical application as well as post-graduate professional growth.

The Montclair MBA provides individuals the opportunity to design unique programs to meet their specific needs and interests. Students may choose to concentrate in one of seven areas or they may select from an array of courses that provide a broad education. Full-time faculty with doctoral teach 95 percent of MBA classes. The remaining classes are taught by persons with outstanding professional credentials.

The School of Business Administration invites applications from persons with baccalaureate or post-baccalaureate degrees. Because we actively seek a diverse student body, all previous academic majors are considered for admission. Both full- and part-time students are welcome. Courses are offered in the late afternoon, evenings and Saturdays.

CURRICULUM

The curriculum consists of 54 semester hours, of which 24 hours are devoted to a common body of knowledge, 21 hours are elected from advanced courses and 9 hours are allocated to integrating (Managing the Business Environment) and capstone courses. In planning a program, keep the following in mind:

- 21 semester hours of advanced courses: a student may choose to develop an area of concentration, or choose a general program. Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. There are no rigid course requirements for any given concentration (i.e., from an area's advanced course offerings, a student may select the 9 or 12 hours which best fulfill the student's particular educational goals). Of the remaining 9 or 12 hours, no more than 6 hours may be taken in any one discipline. If a concentration is not elected, no more than 6 hours can be taken in any discipline. The only exception to this is students required to take Aggregate Economics (ECON 505) are permitted to take 6 additional hours in Economics.
- An approved undergraduate calculus course is a program prerequisite. Applicants with undergraduate records that do not include such a course will be required to complete MATH 114 Mathematics for Business II: Calculus, (3s.h.), or a similar course, prior

to enrolling in INFO 501 Statistical Methods. This prerequisite calculus course does not count toward the total MBA graduate credit hours requirement.

- Students must complete the core courses prior to enrolling in the advanced courses. Exceptions are allowed only if appropriate core courses are not offered.
- All courses taken outside the School of Business must be approved by the MBA Director and the Graduate School prior to enrollment.
- All programs must be approved by the MBA Director. To qualify for graduation, you must adhere to your approved program.

ADVANCED ACADEMIC STANDING AND TRANSFER STUDENTS

Through prior academic courses, challenge examinations and/or graduate level transfer credits, the 54 semester hour MBA requirement may be reduced by a maximum of 21 semester hours. The remaining 33 semester hours must be completed at Montclair State University and must meet the following minimum requirements:

- All advanced courses must be taken at Montclair State University.

ADMISSION INFORMATION

Candidates must submit an application for graduate admission which includes:

- Two official copies of the academic transcript from each college and/or university attended.
- Scores from the Graduate Management Admission Test.
- A statement of professional objectives.
- Two letters of recommendation from persons qualified to evaluate the applicant's promise of academic achievement and potential for professional growth.
- A non-refundable fee of \$40.00 must accompany each application. Application materials must be obtained from and/or returned to:

Graduate School
College Hall, CO-203
Montclair State University
Upper Montclair, NJ 07043

Although prior work experience is not an admission requirement, it is strongly recommended for all MBA applicants.

APPLICATIONS MAY BE SUBMITTED AT ANY TIME OF THE YEAR.

GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

The GMAT is required of all students. *No application will be considered without these scores.* Under the auspices of the Educational Testing Service, the test is offered by various colleges and universities. For exact dates and locations contact:

The Education Testing Service, Box 966, Princeton, New Jersey 08541
Telephone: 1-800-GMAT-NOW (1-800-462-8669)

REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

Courses				Semester Hours	Prerequisites
I. Managerial Decision Making (9 semester hours)					
ECON	501	Economic Analysis		3	
INFO	501	Statistical Methods		3	Calculus
INFO	503	Information Systems		3	
II. Functional Core (15 semester hours)					
ACCT	501	Financial Accounting		3	
FINC	501	Corporate Financial Management		3	ACCT 501, ECON 501, INFO 501
INFO	505	Production/Operations Management		3	INFO 501, MGMT 505
MGMT	505	Management Process and Organizational Behavior		3	
MKTG	501	Marketing Management		3	
III. Advanced Courses: Managing the Business Environment (6 semester hours)					
ECON	570	Business and the Sociopolitical Environment		3	
INBS	501	International Business: Concepts and Issues		3	ECON 501,
IV. Concentration and Electives (21 semester hours)					

All students must select 21 semester hours from among the advanced (non-core) courses. Students may design program concentrations to meet specific needs and interests; or, they may not choose to concentrate and select an array of courses which will provide a broad, general education.

Any student entering the MBA program without a course in Managerial or Cost Accounting will be required to take Managerial Accounting (ACCT 502) as an accounting concentration or advanced elective course.

Any student entering the MBA program without appropriate background in Macroeconomics will be required to take Aggregate Economics (ECON 505) as a business economics concentration or advanced elective course.

Concentrations consist of 9-12 semester hours. Of the remaining 9-12 s.h., no more than 6 s.h. may be taken in a single discipline. The only exception to this is students who are required to take ECON 505 are permitted to take six additional s.h. in Economics.

V. Capstone Course (3 semester hours)

Students must complete the business core courses and a minimum of 15 s.h. of advanced courses prior to enrolling in the capstone course.

MGMT	580	Strategy and Business Policy	3
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The 54 s.h. requirement for the MBA may be reduced by a maximum of 21 s.h. through background, challenge examination and/or graduate level transfer credits not previously applied to another degree. A minimum of 33 s.h. must be completed at MSU, with the following requirements:

- at least 21 semester hours must be earned in advanced courses
- Students must complete Managing the Business Environment courses (INBS 501, ECON 570) and the capstone course at MSU.
- If a concentration is selected, students must earn all concentration credits at MSU.

TOTAL SEMESTER HOURS 54

ADVANCED COURSES AND FIELDS OF CONCENTRATION

Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. The following course groupings provide an approximate guide to the types of subjects considered complementary to the various noted fields. In all cases, your program must be approved by the MBA Director prior to enrolling in advanced courses.

Accounting

This field of concentration is designed to prepare students for careers in public accounting and financial management. It also will enhance the accounting knowledge of students whose career objectives include financial analysis and/or general management as well as preparing for the CPA exam. A typical program would emphasize courses in financial and quantitative analysis, as well as taxation and business law. 9 or 12 hours are chosen from among the following courses:

- ACCT 502 Managerial Accounting
- ACCT 508 Government and Not-For-Profit Accounting
- ACCT 510 Accounting Information Systems
- ACCT 512 Basic Taxation for Accountants
- ACCT 514 Advanced Taxation for Accountants
- ACCT 520 Contemporary Issues in Financial Accounting I
- ACCT 521 Contemporary Issues in Financial Accounting II
- ACCT 523 Accounting for Business Combinations
- ACCT 524 Auditing Concepts and Techniques
- ACCT 525 Fundamentals of Federal Taxation
- ACCT 540 International Taxation and Accounting
- BSLW 503 Business Law I
- BSLW 504 Business Law II

To be eligible to sit for the Certified Public Accountant (CPA) examination, students must have a baccalaureate degree with at least 60 semester hours of liberal arts courses and the following semester hours of credit:

- 15 semester hours of Accounting at the graduate level which includes course work in financial accounting, auditing, taxation and management accounting
- 24 semester hours of accounting at the undergraduate level
- 24 semester hours of business courses at the undergraduate or graduate level.

There are additional requirements. For further information contact the MBA Director.

Business Economics

This area prepares students to perform certain economic analyses for business or government (e.g., developing forecasts, cost-benefit analyses, public policy analyses, etc.). Students are provided with an institutional and theoretical understanding of the economic environment within which business and government form decisions. Topics include theories of pricing; the analysis of market demand; the economic role of money, credit, the Federal Reserve System, and Treasury Operations; the factors comprising aggregate demand and how they interact to determine employment, output and level of prices; the economic impact of international activity, etc. Also of importance is the development of an understanding of how governmental policies affect business performance. A typical program would emphasize courses in finance and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- ECON 502 Financial Institutions and Monetary Policy
- ECON 503 Economic Problems of the Third World
- ECON 505 Aggregate Economics
- ECON 508 Economics of Public Management
- ECON 510 Urban Economics: Problems and Policy
- ECON 533 Corporations and International Financial Markets
- ECON 541 Foundations of Contemporary Economic Thought
- ECON 542 Economic Fluctuations and Forecasting
- ECON 543 United States and the International Economy
- ECON 544 Government and Business
- ECON 545 Economics of Labor
- ECON 550 Technical Change and International Competition

Finance

This field prepares students for careers in the financial management of business and financial intermediaries (e.g., commercial banks, savings and loan institutions, investment banking, etc.). It also provides an excellent preparation for careers in brokerage and bond houses, financial counseling, and investment counseling. To develop an understanding of the role of finance in the administrative decision-making process, the field provides students with a knowledge of mechanisms, operations, and institutions of the financial system. A typical program would emphasize courses in accounting, business economics and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- FINC 551 Investments, Portfolios and Security Analysis
- FINC 552 International Financial Policy
- FINC 553 Financial Derivatives
- FINC 554 Advanced Financial Policy
- FINC 570 Case Studies in Financial Management
- FINC 576 Financial Innovations: Instruments and Institutions

International Business

The graduate International Business concentration is designed to provide a comprehensive educational experience for those with career paths leading to self-employed entrepreneurship as well as instilling entrepreneurial skills and capabilities in those responsible for managing global corporate enterprises. As a means of achieving cross-functional integration among the disparate international business functions, the concentration draws faculty from each department working together to address the strategic imperatives

necessary in realizing sustainable competitive advantage. Building on a team-taught introductory foundation course (required in the common core). Students may select any 9 or 12 semester hour electives chosen from among the courses listed below. This concentration provides distinctive competitiveness resulting from the ancillary support structures at the School as well as University levels. The Center for International Business and the International Trade Counseling Center (ITCC) are complemented by the University's Global Education Center in offering myriad conferences, seminars and workshops for business practitioners thus enabling the graduate student to enhance her/his expertise in a more applied fashion in the industry and corporate levels while gaining relevant networking contacts. Additionally, students may be granted assistantships to work with faculty engaged in consultancy to regional businesses, i.e., INBS 575 and INBS 577.

INBS	511	Issues in International Management
INBS	530	Export Management
INBS	533	Corporations and International Financial Markets
INBS	540	International Accounting and Taxes
INBS	552	International Financial Policy
INBS	575	Selected Topics in International Business
INBS	577	Independent Study in International Business
INBS	592	International Marketing Management

Management

This concentration is designed for students preparing for managerial and leadership careers in organizations. The courses provide education in organization theory and behavior, and the management of human resources. In all areas the emphasis is upon developing a thorough comprehension of potential management problems and the effectiveness and limitations of analytical techniques employed in their solution. Courses include such topics as: employee motivation, team behavior, cross-cultural management, leadership, entrepreneurship and small business management, etc. A typical program would include 9 or 12 hours chosen from among the following courses:

MGMT	510	Human Resource Management
MGMT	511	Issues in International Management
MGMT	512	Organizational Development
MGMT	513	Leadership and Behavior
MGMT	520	Managing Global Diversity
MGMT	525	Entrepreneurship and Small Business Management
MGMT	530	Management of Technology in Organizations

Management Information Systems

The Management Information Systems concentration is designed for students preparing careers in management informations systems. In addition to the common body of knowledge required in the MBA program, this concentration provides additional depth in analytical methods and techniques for business decision making and problem solving, and information systems applications in business. Courses include such topics as: decision support and expert systems for business, business data communications and networks, database systems for business, business systems analysis and design, etc. A typical program would include courses in other areas and 9 or 12 hours chosen from among the following courses:

INFO	521	Decision Support and Expert Systems for Business
INFO	522	Business Data Communications and Networks
INFO	523	Database Systems for Business
INFO	524	Business Systems Analysis and Design
INFO	575	Independent Study in Information systems
INFO	577	Selected Topics in Information Systems
CMPT	505	Fundamentals of Computer Science I

Marketing

The Marketing concentration is designed to meet the needs of students interested in pursuing careers in a variety of marketing functions (e.g., product planning, marketing research, sales management, advertising, marketing planning, etc.). The courses are designed to provide students with a firm knowledge of the institutional and analytical aspects of the subject with a strong emphasis on decision making strategies and the development of solutions to practical marketing problems. A typical program would emphasize courses in business economics, management, and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

MKTG	530	Export Management
MKTG	591	Consumer/Buyer Behavior
MKTG	592	International Marketing Management
MKTG	593	Product Planning/New Product Management
MKTG	594	Marketing Research and Information Systems
MKTG	595	Seminar in Marketing Strategy

BUSINESS ADMINISTRATION

Course Descriptions

ACCOUNTING COURSES

	Semester Hours
ACCT 501 FINANCIAL ACCOUNTING	3
A study of basic accounting concepts and their significance to the financial analyst and manager. Problems relating to income determination, valuation, reporting and analysis are stressed. Alternative conceptual foundations of reporting standards are presented and evaluated.	
<i>Prerequisite: M.B.A. degree students only.</i>	
ACCT 502 MANAGERIAL ACCOUNTING	3
This course examines the development of theory, concepts and practices of providing information for use within the organization. Cost concepts and classifications schemes, the use of accounting information for internal decision making, static and flexible budgeting for managerial control and activity based costing techniques are among the topics covered.	
<i>Prerequisites: ACCT 501, and ECON 501; M.B.A. degree students only.</i>	

ACCT 508 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING 3

This course reviews the accounting and reporting concepts, standards and procedures applicable to the Federal government, state and local governments and not-for-profit institutions such as universities and hospitals.

Prerequisite: M.B.A. degree students only.

ACCT 510 ACCOUNTING INFORMATION SYSTEMS 3

Examines the theory and practice of developing and maintaining accounting based information systems. Systems development techniques, system control and documentation are emphasized. Transactional, data-based distributive and electronic data exchange concepts are developed. The auditing of computer based systems is structured.

Prerequisites: ACCT 524 and INFO 373; M.B.A. students only.

ACCT 512 BASIC TAXATION FOR ACCOUNTANTS 3

The purpose of this course is to introduce students to a broad range of tax concepts for the individual and to emphasize the role of taxation in the business decision-making process. Coverage includes on a broad basis: the framework of the tax system, factors in selecting a choice of entity, type of income, deductions and losses, types of distributions to owners including their tax effect, tax impact of shifting ownership, different types of corporate compensation and professional responsibilities.

ACCT 514 ADVANCED TAX FOR ACCOUNTANTS 3

The purpose of this course is to further expand on the basic concepts presented in "Basic Taxation for Accountants." Formation, operation and dissolution of sole proprietorships, C Corporations, S Corporations, and partnerships are discussed. Coverage also includes limited liability entities, alternative minimum tax calculations for individuals and corporations related party transactions, estate and gift tax, fiduciary accounting, tax planning and ethics.

Prerequisites: ACCT 512; Accounting majors only.

ACCT 520 CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING I 3

The course builds on material presented in the financial accounting course ACCT 501. Students should gain an improved understanding of the techniques and underlying rationale of methods used to accumulate financial and operating data. Also improves skill in analyzing information provided in annual financial reports.

Prerequisites: ACCT 501; M.B.A. degree students only.

ACCT 521 CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING II 3

Continuation of Contemporary Issues in Financial Accounting I. Enables students to acquire an improved understanding of the composition and significance of various segments of the balance sheet, especially non-current assets, non-current liabilities, stockholders' equity, and statement of cash flow.

Prerequisites: ACCT 520; M.B.A. degree students only.

ACCT 523 ACCOUNTING FOR BUSINESS COMBINATIONS 3

Presents the conceptual foundations and current reporting practices of accounting for business combinations. Purchase and pooling methods of accounting for business acquisitions and preparation of consolidated financial statements are extensively covered.

Prerequisites: ACCT 520; M.B.A. degree students only.

ACCT 524 AUDITING CONCEPTS AND TECHNIQUES 3

A course in auditing principles, theory, design, and techniques. Theory, practice and techniques are integrated through the use of current auditing problems and student performance of a simulation audit of selected financial statement data.

Prerequisites: ACCT 520 or undergraduate degree with a concentration in accounting; M.B.A. degree students only.

ACCT 525 FUNDAMENTALS OF FEDERAL TAXATION 3

The development and use of principles and concepts of federal tax laws affecting non-business entities. Analysis of internal revenue code and regulations as well as pertinent cases in the areas of gross income. Characterization of gains and losses, taxpayer status, and deductions will be studied.

Prerequisites: ACCT 501; M.B.A. degree students only.

ACCT 540 INTERNATIONAL TAXATION AND ACCOUNTING 3

The course examines how tax structures, domestic and foreign, influence global business decisions. Emphasis is placed on investigating how tax considerations influence decisions relating to imports, exports, and business site locations. Cross listed with Marketing, INBS 540.

Prerequisite: ACCT 501 or undergraduate degree with a concentration in accounting.

ACCT 575 INDEPENDENT STUDY IN ACCOUNTING 1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

Prerequisite: Departmental approval.

ACCT 577 SELECTED TOPICS IN ACCOUNTING 3

An in-depth study of a selected topic, issue, problem or trend in accounting. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: M.B.A. degree students only.

BSLW 503 BUSINESS LAW I 3

The course introduces the student to the legal and regulatory environment of business and studies the law of contracts, agency and partnerships.

Prerequisite: M.B.A. degree students only.

BSLW 504 BUSINESS LAW II 3

The course introduces the student to the law of corporations, commercial paper, bailments, sales and secured transactions.

Prerequisite: M.B.A. degree students only.

BUSINESS ECONOMICS COURSES

ECON 501 ECONOMIC ANALYSIS 3

The resource allocation and distribution of income implications of a market oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand, and, the theoretical cost structure of firms.

ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3

This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy. This course is cross listed with FINC 502

Prerequisites: ECON 501 and 505.

ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3

A survey of major economic problems of the Third World; examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between First and Second Worlds with the Third World.

Prerequisite: ECON 501.

ECON 505 AGGREGATE ECONOMICS 3

This course develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models the course examines current research and reviews the economy's recent macroeconomic performance.

ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3

Computer-based applications of capital theory to the decision-making process of government. Analysis of alternative approaches to public sector project evaluation. Spreadsheet applications of project analysis in physical and human resource management areas covering water resources, public health, and education.

Prerequisite: ECON 501.

ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3

This course studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and non-market phenomena.

Prerequisite: ECON 501.

ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Marketing, INBS 533.

Prerequisite: ECON 501.

ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; the uses and limitations of economic theory.

Prerequisite: ECON 501.

ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod Domar model and other modern theories of growth.

Prerequisites: ECON 501 and 505.

ECON 543 UNITED STATES AND THE INTERNATIONAL ECONOMY 3

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

Prerequisites: ECON 501 and 505.

ECON 544 GOVERNMENT AND BUSINESS 3

The evolution of government influences on the functioning of the American economy. The causes and consequences of government regulation and control. The importance of economic analysis in the foundation of public policies.

Prerequisites: ECON 501.

ECON 545 ECONOMICS OF LABOR 3

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits and industrial peace.

Prerequisite: ECON 501.

ECON 550 TECHNICAL CHANGE AND INTERNATIONAL COMPETITION 3

This course will discuss the theory productivity and technical change in the context of declining performance of U.S. manufacturing. It will focus attention on the nature of international competition and its effects on manufacturing productivity growth in the U.S. based on the analysis, a tentative set of policy suggestions will also be offered at the end for restructuring U.S. manufacturing sector and strengthening its competitive base.

Prerequisites: ECON 501.

ECON 570 BUSINESS AND THE SOCIOPOLITICAL ENVIRONMENT 3

Study of the increasingly complex set of interrelationships among business, government and other interest groups in the public policy process. It explores the economic and legal environment, and the social and political factors which affect organizations. A series of current corporate and public policy problems are discussed in order to raise major issues, including ethical issues, involved in managing the corporation's relationships with its many publics.

Prerequisites: Completion of the Functional Core; M.B.A. students only.

ECON 575 INDEPENDENT STUDY IN ECONOMICS**1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

ECON 577 SELECTED TOPICS IN ECONOMICS**3**

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisites: ECON 501 and 505.

FINANCE COURSES**FINC 501 CORPORATE FINANCIAL MANAGEMENT****3**

An introductory course in corporate financial management which provides students with an understanding of the fundamental concepts of modern finance from an analytical and quantitative perspective and serves as a foundation course for further work in finance. The course stresses: valuation; capital budgeting decisions; capital structure and dividend decisions.

Prerequisite: ACCT 501, and ECON 501, and INFO 501; M.B.A. degree students only.

FINC 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY**3**

This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy. This course is cross listed with Economics and Finance, ECON 502.

Prerequisites: ECON 501 and 505.

**FINC 551 INVESTMENTS, PORTFOLIOS AND
SECURITY ANALYSIS****3**

Develops the analytical methods relevant to investment management. Techniques are presented for the evaluation of corporate equity, debt, and other securities. Portfolio theory is presented in the context of formulating and managing appropriate asset portfolios.

Prerequisite: FINC 501.

FINC 552 INTERNATIONAL FINANCIAL POLICY**3**

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning. Cross listed with Marketing, INBS 552.

Prerequisite: FINC 501.

FINC 553 FINANCIAL DERIVATIVES 3

This course extends the array of financial instruments covered in the initial investment course to include modern hedging instruments such as futures, options and swaps. Included is a description, analysis, and use of these instruments by corporations, banks, and investors.

Prerequisite: FINC 551.

FINC 554 ADVANCED FINANCIAL POLICY 3

Focuses on the application of valuation, investment, financing and dividend decisions to case studies. It examines various practical problems in capital budgeting, the valuation of different kinds of debt and options, and financial planning and strategy.

Prerequisite: FINC 501.

FINC 570 CASE STUDIES IN FINANCIAL MANAGEMENT 3

Emphasizing the central theme of value creation and capital market efficiency that reappear throughout the course, students will analyze through a case-study method the way in which the subjects of financial analysis and forecasting, the cost of capital, capital budgeting, the management of shareholders equity and corporate debt, innovative financial instruments, and corporate restructurings (including mergers and buyouts contribute to creating firm value.

Prerequisites: FINC 501.

FINC 575 INDEPENDENT STUDY IN FINANCE 1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

Prerequisite: Departmental approval.

FINC 576 FINANCIAL INNOVATIONS: INSTRUMENTS AND INSTITUTIONS 3

Designed to describe and analyze the new developments in the field of finance - corporate, international and financial markets and institutions - that have appeared over the last five years and the possible directions for the future. The content of the course is intended to be dynamic rather than static, as new financial instruments and institutions are introduced into this fast changing field.

Prerequisites: FINC 551 and FINC 552, or FINC 551 and FINC 554, or FINC 551 and FINC 570, or FINC 552 and FINC 554, or FINC 552 and FINC 570, or FINC 554 and FINC 570.

FINC 577 SELECTED TOPICS IN FINANCE 3

An in-depth study of a selected topic, issue, problem or trend in finance. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: Departmental approval.

INTERNATIONAL BUSINESS COURSES

INBS 501 INTERNATIONAL BUSINESS: CONCEPTS AND ISSUES 3

Provide a conceptual and analytical framework of the nature, the process and organizational aspects of the international business. Business students will be acquainted with the dynamics of global business environment, international competition in the domestic and foreign markets and strategic issues relating to international business. The course will provide basics in international economics, foreign exchange, monetary systems and financial markets, the role of multinationals, international marketing and logistics, taxation and accounting systems, cultural challenge, management styles and practices across the nations.

Prerequisite: ECON 501; M.B.A. degree students only.

INBS 511 ISSUES IN INTERNATIONAL MANAGEMENT 3

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with Management, MGMT 511.

Prerequisites: MGMT 505.

INBS 520 MANAGING THE GLOBAL WORKFORCE 3

The objective of the course is to increase knowledge about managing a global workforce. The course provides a framework for understanding how individual, group and organization factors impact global businesses and how organizations respond to them. Some focus will be placed on understanding cross-cultural issues within this context. Practical application, case analysis, and effective management practices of international companies are emphasized. Cross listed with Management, MGMT 520.

Prerequisite: MGMT 505.

INBS 530 EXPORT MANAGEMENT 3

To familiarize MBA students of export policies, programs and procedures and develop export/import management skills. The students will become knowledgeable about global sourcing, negotiation, pricing, export/import financing, documentation, international tenders and bidding, logistics and distribution. Cross listed with Marketing, MKTG 530.

Prerequisite: INBS 501.

INBS 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Economics and Finance, ECON 533.

Prerequisite: ECON 501.

INBS 540 INTERNATIONAL TAXATION AND ACCOUNTING 3

This course examines how tax structures, domestic and foreign, influence global business decisions. Emphasis is placed on investigating how tax considerations influence decisions relating to imports, exports, and business site locations. Cross listed with Accounting, Law, and Taxation, ACCT 540.

Prerequisite: ACCT 501 or undergraduate degree with a concentration in accounting.

INBS 550 INTERNATIONAL BUSINESS STUDY ABROAD 3

This course is designed to prepare students to succeed in the global business environment by providing direct contact with foreign firms and governmental agencies through an international travel experience. Students will have a focused encounter with managers and markets outside the U.S., enabling practice of inter-cultural and inter-personal skills in foreign settings and the consideration of alternative business norms. Examination of personnel practices financial/accounting, retail, promotional, and marketing situations will enlarge perceptions of global business realities. Students will assimilate their travel encounters abroad through selected readings, cases, video tapes, and group discussions.

Prerequisite: INBS 501.

INBS 552 INTERNATIONAL FINANCIAL POLICY 3

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning. Cross listed with Economics and Finance, FINC 552.

Prerequisite: FINC 501.

INBS 575 INDEPENDENT STUDY IN INTERNATIONAL BUSINESS 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in international business. Written permission of the instructor, appropriate department chair, and the MBA director must be secured prior to enrolling in this course. This course may be repeated once for a total of six credits.

Prerequisites: INBS 501; departmental approval.

INBS 577 SELECTED TOPICS IN INTERNATIONAL BUSINESS 3

An in-depth study of a selected topic, issue, problem or trend in international business. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book. This course may be repeated once for a total of six credits.

Prerequisite: INBS 501; departmental approval.

INBS 592 INTERNATIONAL MARKETING MANAGEMENT

An examination of the various multinational and transnational issues confronting business organizations marketing products and services in overseas markets. Attention will be focused on problems such as identifying and evaluating markets, adapting marketing strategies to specific market needs and coordinating strategies in world markets. Cross listed with Marketing, MKTG 592.

Prerequisite: MKTG 501.

MANAGEMENT COURSES

MGMT 505 MANAGEMENT PROCESS AND ORGANIZATIONAL BEHAVIOR **3**

Review of classical and modern approaches to the managerial process as it relates to the manager's functions of planning, organizing, staffing, leading, and controlling. These reviews will be tied to the open-system model and the contingency approach as an overall framework for understanding the management of organizations.

Prerequisite: M.B.A. degree students only.

MGMT 510 HUMAN RESOURCE MANAGEMENT **3**

This course examines how managers can utilize modern human resource practices in order to improve company performance and efficiencies. Topics include staffing for quality, outsourcing, use of core and contingent workforce, managing workforce commitment and performance, legal issues, managing careers, and reward systems. A case study approach is used.

Prerequisite: MGMT 505.

MGMT 511 ISSUES IN INTERNATIONAL MANAGEMENT **3**

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with Marketing, INBS 511.

Prerequisite: MGMT 505.

MGMT 513 LEADERSHIP AND BEHAVIOR **3**

The purpose of the course is to help students understand leadership behavior. The course reviews current theoretical and empirical literature from the behavioral sciences as it relates to leadership. Topics covered include leadership styles, power and leadership, leader-follower interactions, and the manager as leader.

Prerequisite: MGMT 505.

MGMT 520 MANAGING THE GLOBAL WORKFORCE **3**

The objective of the course is to increase knowledge about managing a global workforce. The course provides a framework for understanding how individual, group and organization factors impact global businesses and how organizations respond to them. Some focus will be placed on understanding cross-cultural issues within this context. Practical application, case analysis, and effective management practices of international companies are emphasized. Cross listed with Marketing, INBS 520.

Prerequisite: MGMT 505.

MGMT 525 ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT **3**

This course is for students who want to start their own businesses or initiate new ventures in existing corporations. Topics include the importance of entrepreneurship in the United States, identifying business opportunities and formulating business plans.

Prerequisites: MGMT 505, and MKTG 501, and ACCT 501.

MGMT 530 MANAGEMENT OF TECHNOLOGY IN ORGANIZATIONS 3

This course focuses on the management of technology and the technological function in the modern corporation. Topics include the management of science and technology professionals, integration of the R&D function into the organization, the impact of national and global forces on innovation introduction and adoption, and technological change. Descriptions of new technologies in biotechnology, manufacturing, aerospace, and other fields are included. Delivered in a lecture format, the course includes case studies, guest speakers, and team-based pedagogical techniques.

Prerequisite: MGMT 505.

MGMT 540 EXECUTIVE PERSPECTIVES 3

This course complements the theoretical components by provided practical exposure to current management issues. This is accomplished by bringing to class business executives and leaders who discuss their most immediate and longer term management challenges. The course also examines several current issues facing senior executives.

MGMT 575 INDEPENDENT STUDY IN MANAGEMENT 1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

MGMT 577 SELECTED TOPICS IN MANAGEMENT 3

An in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

MGMT 580 STRATEGY AND BUSINESS POLICY 3

The focus of this course is on actual business situations and their impact on the total organization including the role of top management in dealing with these problems. The structure of the course is based on the strategic management process which includes identification, evaluation and implementation of policy and strategy.

Prerequisite: Completion of the Business Core and a minimum of 12 semester hours of advanced courses; M.B.A. students only.

MANAGEMENT INFORMATION SYSTEMS COURSES**INFO 501 STATISTICAL METHODS 3**

Introduction to statistical techniques with applications in business decision making and problem solving. Topics include descriptive statistics, probability distributions, statistical estimation and hypothesis testing, regression and correlation, and introduction to analytical statistical methods including control charts.

Prerequisite: Course in undergraduate calculus; M.B.A. degree students only.

INFO 502 OPERATIONS RESEARCH 3

A presentation of many of the applied mathematical techniques used to help make business decisions. Topics include the theory of decisions, linear programming, network analysis, queuing, Markov processes, and simulation.

Prerequisite: INFO 501.

INFO 503 INFORMATION SYSTEMS**3**

Examines the information requirements of an organization. The differences in the kinds of information needed at the various organizational levels (operational, administrative and strategic) are emphasized. How to plan and implement a comprehensive information system is discussed as well as methods to measure its effectiveness.

Prerequisite: M.B.A. degree students only.

INFO 505 PRODUCTION/OPERATIONS MANAGEMENT**3**

Emphasizes human and mechanical productivity in planning a comprehensive and effective production or operations system. Employs a case approach to the study, formulation and solution of business problems through the application of managerial, quantitative and information systems methodology.

Prerequisites: INFO 501, 503, MGMT 505; M.B.A. degree students only.

**INFO 513 EMERGING TECHNOLOGIES IN MANAGEMENT
INFORMATION SYSTEMS****3**

This course is designed to increase awareness of emerging technologies in information systems within a global business environment through research both on-line using the Internet and off-line using the library. The course is also designed to strengthen oral and written presentation skills. Results of research on selected topics are presented in three formats: through oral presentations with computer-generated screen shows, through a multi-format report, and by accessing information from students' Web pages. Emphasis is on the class as a team, integrating knowledge and sharing research results.

Prerequisites: INFO 503; M.B.A. degree students only.

INFO 514 MANAGEMENT AND THE COMPUTER**3**

Study of computers and their use as management tools in information systems, research, control procedures, production, finance, modeling, and decision making. Topics include description of end application of different hardware and software components and programming concepts. Computer cost benefit analysis in all of the above and in systems applications.

Prerequisites: INFO 503.

**INFO 521 DECISION SUPPORT AND
EXPERT SYSTEMS FOR BUSINESS****3**

Introduction to the fundamental principles, techniques and business applications of decision support systems (DSS) and expert systems (ES) from a managerial perspective. Provides practical knowledge of the ways to utilize decision support systems and expert systems to solve business problems involving complex decision-making processes.

Prerequisite: INFO 503; M.B.A. degree students only.

INFO 522 BUSINESS DATA COMMUNICATIONS AND NETWORKS**3**

Primarily from a managerial perspective, provides a broad introduction to data communications, telecommunications networks, and business applications of telecommunications technology. While providing a reasonable foundation for appreciating technical concepts, focuses on the business aspects and practical applications of data communications and computer networks in modern organizations.

Prerequisite: INFO 503.

INFO 523 DATABASE SYSTEMS FOR BUSINESS 3

Increases an understanding of how databases are developed and managed to effectively support business information systems in organizations. Having acquired conceptual knowledge as well as practical techniques, students also gain insights into other options in database management by reviewing the latest offerings in the field.

Prerequisite: INFO 503.

INFO 524 BUSINESS SYSTEMS ANALYSIS AND DESIGN 3

Emphasis is on the application of tools and techniques of systems analysis and design. change management concepts, processes, and techniques are presented in the context of systems development projects. Pointers to managerial and organizational aspects of information technology projects are provided throughout the course. This course is for individuals aspiring to be analysts or better informed end users of information systems in business.

Prerequisite: INFO 503; M.B.A. degree students only.

INFO 525 ELECTRONIC COMMERCE MANAGERIAL PERSPECTIVE 3
ON NEW BUSINESS MODELS AND INFORMATION
INFRASTRUCTURE SUPPORT

This course is designed to provide the student an understanding of the consequences of the introduction of the Internet in the way business is conducted. The electronic commerce world is viewed primarily from the point-of-view of MIS. The E-Commerce course will emphasize strategic planning, appreciating relevant information technology support issues, and sensitivity to analyzing and evaluating new business models evolving in the marketplace rapidly. Organizations have been profoundly affected by related network technologies. The student will learn about new forms of business practices in "virtual" organization business-to-business, consumer-to-business, person-to-person, and intraorganizational transactions. Specifically, activities in the areas of electronic shopping, publishing, distribution, and collaboration will be explored.

Prerequisite: INFO 503.

INFO 550 TOTAL QUALITY METHODS 3

The philosophy, tools and techniques necessary to properly manage for the control of quality production are of ever increasing importance to business and industry. Quality control, long thought of as only a tool for acceptance sampling, is now expanded and used as a means of improving all phases of any business system. For several decades, Japanese business has successfully utilized these methods to gain new inroads into international markets. This course presents the newest approaches to quality control along with adapting many of the traditional tools and methods to current problems.

Prerequisite: INFO 501.

INFO 575 INDEPENDENT STUDY IN INFORMATION SYSTEMS 1 - 3
FOR BUSINESS

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

An in-depth study of a selected topic, issue, problem or trend in information systems for business. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: Departmental approval.

MARKETING COURSES

MKTG 501 MARKETING MANAGEMENT

3

This business core requirement assumes little or no prior formal education in the discipline of marketing. As such, a solid introduction to the language of the discipline, body of knowledge, tools and techniques must necessarily be covered through a text and readings format supplemented with class lectures which are grounded in heavy case analysis and real-world illustrations. The pivotal distinctiveness of this graduate offering lies in drawing the student into issues that are industry and company specific (preferably drawn from the student's career related industry/company).

Prerequisite: M.B.A. degree students only.

MKTG 530 EXPORT MANAGEMENT

3

To familiarize MBA students with export policies, programs and procedures and develop export/import management skills. The students will become knowledgeable about global sourcing, negotiation, pricing, export/import financing, documentation, international tenders and bidding, logistics and distribution. Cross listed with Marketing, INBS 530.

Prerequisite: INBS 501.

MKTG 575 INDEPENDENT STUDY IN MARKETING

1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

MKTG 577 SELECTED TOPICS IN MARKETING

3

An in-depth study of a selected topic, issue, problem or trend in marketing. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: Departmental approval.

MKTG 591 CONSUMER/BUYER BEHAVIOR

3

An in-depth introduction to theories and models of how individual consumers, family units, and companies make buying decisions. Each step in the continuous decision cycle is covered in detail, in such models of consumer behavior as the high and low involvement models, information processing and attitude formation and change. Relevant psychological concepts on personality and life-style, self-concept, cognition and classical versus operant conditioning are also covered. Students also gain valuable perspective on how purchase decisions are made in their own households.

Prerequisite: MKTG 501.

MKTG 592 INTERNATIONAL MARKETING MANAGEMENT 3

This course is designed to aid students to plan and implement international marketing efforts in conjunction with global business strategy. The course will review processes of analyzing, developing, and implementing strategic marketing objectives within an international context which is now characterized by global sourcing, international alliances, highly competitive markets, regional trade areas, and multinational firms, with diminishing connection to their country of origin. Students will practice analytic techniques through research, readings, and case analysis, advancing their conceptual understanding of such issues as competitiveness, regional business clusters, and local sources of advantage. Students will learn to re-think assumptions about marketing mix factors as they apply in different cultural, political, economic, and legal environments. Cross listed with Marketing, INBS 592.

Prerequisite: MKTG 501.

MKTG 593 NEW PRODUCT DEVELOPMENT 3

This course examines product planning, new product and process development, and issues related to exploiting opportunities for successful innovation. Students will analyze product development and launch decisions through case studies, advancing their conceptual understanding of the problems and risks associated with designing new products and the importance of championing, project teams, and fast development cycle times. Students will formulate development and business plans to advance their capability of managing the marketing mix factors to increase the probability of a new product's success.

Prerequisite: MKTG 501.

MKTG 594 MARKETING RESEARCH AND INFORMATION SYSTEMS 3

A comprehensive introduction to current methods used to collect consumer, business and market data and turn it into useful information for marketing decision-makers. Major topics include: secondary studies; quantitative surveys; data analysis (coding, tabulation, basic and multivariate analytical methods); modeling and simulation techniques; and effective communication of research findings (written reports, personal presentations, computer graphics and mapping). Each graduate student is required to design and carry out an original research project on a topic of their choice. Class discussions center on practical applications of marketing research and information systems in the companies in which students are employed.

Prerequisite: MKTG 501.

MKTG 595 SEMINAR IN MARKETING STRATEGY 3

This course is designed to introduce students to market planning, strategy formation and the process of implementing strategic objectives. Students will practice analytic techniques to understand and diagnose strategic imperatives, advancing their conceptual understanding of such issues as competitiveness, core competencies, statistical planning through case analyses and writing strategic plans, learning to relate and connect marketing mix factors to other strategic objects such as continuous improvement systems. Students will be introduced to benchmarking, strategic audits, and other tools used to measure firm performance and develop world-class standards.

Prerequisite: MKTG 501.

BUSINESS EDUCATION

Chairperson: Dr. Richard Peterson

Graduate Advisor: Dr. Rosemarie McCauley

The Information and Decision Sciences department prepares teachers of business education for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, candidates have an opportunity to supplement their undergraduate study and to explore advanced areas of work in accordance with their individual background, experience, achievement, and professional needs.

This is a 32-hour program which requires that candidates select six credits from a wide variety of general education courses and six credits in free electives. Of the twenty hours in the specialization, twelve hours represent required courses; the remaining eight hours allow candidates to select course alternatives from electives in business education. Research projects are planned and started in the *Introduction to Research* course and completed in the *Seminar in Business Education* course. An oral comprehensive examination based on results of the completed research project and a written comprehensive examination are an integral part of the program.

ADMISSION REQUIREMENTS

Graduate work toward the Master of Arts degree in business education presupposes the completion of an undergraduate major in business education, distributive education or the equivalent.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN BUSINESS EDUCATION

	Semester Hours
I. Basic Professional Education	6
II. Specialization	20
A. Required Courses	
INFO 504 Principles and Problems of Business Education	3
INFO 536 Introduction to Research in Business Education	3
INFO 636 Seminar in Business Education	3
At least one of the following:	
INFO 511 Improvement of Instruction in Bookkeeping, Accounting and Business Arithmetic	3
INFO 512 Improvement of Instruction in General Business Subjects	3
INFO 515 Improvement of Instruction in Keyboarding/ Typewriting and Office Procedures	3
B. Electives in Business Education	8
III. Free Electives	6

- IV. Comprehensive Examination, oral and written, given in the Fall and Spring in conjunction with INFO 636 Seminar in Business Education. Examinations are general in nature and are intended to test maturity of thought with respect to business education.

Minimum: 32 semester hours

BUSINESS EDUCATION

Course Descriptions

	Semester Hours
INFO 504 PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION	3
Survey of principles and practices. History of business education, objectives, relationship of business education to general education, trends and problems in the field. Not for MBA students except by permission of MBA director.	
INFO 506 BUSINESS EDUCATION CURRICULUM	3
Study of business education for various levels and types of schools. Evaluation of specific programs for development of improved curricula. Not for MBA students except by permission of MBA director.	
INFO 510 ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION	3
Study of problems of organizing, directing and supervising business education programs at the secondary school and collegiate levels. Not for MBA students except by permission of MBA director.	
INFO 511 IMPROVEMENT OF INSTRUCTION IN BOOKKEEPING, ACCOUNTING AND BUSINESS ARITHMETIC	3
Study of objectives, content, methods, teaching aids, and evaluation procedures. Not for MBA students except by permission of MBA director.	
INFO 512 IMPROVEMENT OF INSTRUCTION IN GENERAL BUSINESS SUBJECTS	3
The purpose of this course is to upgrade the teaching of the general business subjects. Resource units and lessons are developed. These units include performance objectives, pre-testing, learning activities, and post-testing. This course also includes a simulation/gaming component which helps to foster strategies for planning and decision making. Not for MBA students except by permission of MBA director.	
INFO 515 IMPROVEMENT OF INSTRUCTION IN INFORMATION PROCESSING	3
to provide students with an overview of the emerging field of Information Processing. This includes investigating trends, teaching strategies and new developments in the fields of telecommunication, multimedia and the Internet. Prerequisite: Undergraduate methods in keyboarding/information processing and/or teaching experience.	

INFO 528 FIELD STUDIES IN BUSINESS EDUCATION 3

Opportunity for the classroom teacher to evaluate some of the practices of business offices, industries and retailing organizations in the metropolitan area. Experience in planning, conducting and follow-up of field trips. Not for MBA students except by permission of MBA director.

INFO 529 PRINCIPLES OF COOPERATIVE BUSINESS EDUCATION 3

Survey of principles and practices of cooperative business education. Objectives, organization, related class, placement, and supervision are investigated. Not for MBA students except by permission of MBA director.

INFO 536 INTRODUCTION TO RESEARCH IN BUSINESS EDUCATION 3

Literature and research of business education. Topics covered include: evaluation of current literature in business education research and tools used for interpreting statistical data. Student develops outline of research study to be completed in INFO 636 Seminar in Business Education. Not for MBA students except by permission of MBA director.

Prerequisite: INFO 504 and 511 or 512 or 515.

INFO 540 WORKSHOP IN BUSINESS EDUCATION 1 - 3

This course will give the business educator the opportunity to do an intensive study of a selected current issue, concern, and/or problem in Business Education. Not for MBA students except by permission of MBA director.

Prerequisite: Departmental approval.

INFO 636 SEMINAR IN BUSINESS EDUCATION 3

Matriculated graduate students in business complete research projects in business or distributive education. Prepares students for comprehensive examinations. Not for MBA students except by permission of MBA director.

Prerequisite: INFO 536.

CHEMISTRY

Chairperson: Dr. John L. Isidor

Graduate Advisor: Dr. Mark Whitener

The Chemistry and Biochemistry Department offers advanced level courses in all major areas of chemistry as well as a number of highly specialized courses and individualized research opportunities. Students may selectively take a course or several courses to increase their professional competence in a particular area of chemistry and/or may elect to enroll in the Master of Science program in chemistry as outlined below.

ADMISSION REQUIREMENTS

The minimum requirements for the Graduate Division as set forth in this catalog are essential for admission to the graduate program in chemistry. When the student is admitted to the Graduate Division, the chemistry advisor will evaluate the background in chemistry, other sciences and mathematics and a specific program will be designed. An entering student should present at least twenty-four semester hours of undergraduate chemistry credits. In consultation with the chemistry advisor, a program may be designed for students with insufficient background to include prerequisites. Candidates for the master's degree in chemistry should seek the guidance of the chemistry advisor in selecting electives, and in fulfilling the research option.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN CHEMISTRY

	Semester Hours
I. Specialization	26
A. Courses in chemistry at the 500 level or above	15
B. Research: One of the following:	
CHEM 599 Graduate Literature Search in Chemistry	2
or	
CHEM 595 Graduate Research	
and	
CHEM 600 Thesis	4 or 6
C. Graduate level electives in sciences or mathematics	5 - 9
II. Graduate level free electives	6
III. Comprehensive examination	

Minimum: 32 semester hours

CHEMISTRY

Course Descriptions

Semester Hours

CHEM 501 TEACHING CHEMISTRY IN THE SECONDARY SCHOOLS **3**

Study of objectives, recent trends, methods of presentation, courses of study, lesson planning, instructional aids, and subject matter of high school chemistry.

Prerequisite: 16 semester hours in chemistry.

CHEM 521 ADVANCED TOPICS IN INORGANIC CHEMISTRY **3**

Current theories of inorganic structure, reactions and properties.

Prerequisite: One year of physical chemistry.

CHEM 525 BIOINORGANIC CHEMISTRY **3**

Exploration of the vital roles that metal atoms play in biochemical processes. Transition metal interactions with proteins will be emphasized. The course will focus on the structural, regulatory, catalytic, transport, and oxidation-reduction functions of metal containing biomolecules.

Prerequisite: CHEM 341 Physical Chemistry II or instructor's permission.

CHEM 531 ADVANCED TOPICS IN ORGANIC CHEMISTRY **3**

Modern theories of organic chemistry with emphasis on electronic theory and reaction mechanisms.

Prerequisite: CHEM 430 Advanced Organic Chemistry.

CHEM 532 ORGANIC SYNTHESIS **3**

Detailed study of the art, methods, and the philosophy of organic synthesis beginning with a review of classical and modern synthetic methods, followed by the planning theory of synthesis and culminating in a study of elegant syntheses in the literature.

Prerequisite: CHEM 430 Advanced Organic Chemistry.

CHEM 533 BIOSYNTHESIS OF NATURAL PRODUCTS **3**

A study of natural products with emphasis on the biosynthesis of primary and secondary metabolites.

Prerequisite: CHEM 430 Advanced Organic Chemistry or equivalent.

CHEM 534 CHROMATOGRAPHIC METHODS: THEORY AND PRACTICE **3**

A combined lecture/hands-on course in the theory and practice of chromatography; including GC, HPLC, GC-MS, GPC, and SFC, as well as computerized instrument control, data acquisition, and processing.

Prerequisites: CHEM 310 (Analytical Chemistry) and 311 (Instrumental Analysis) or equivalents.

CHEM 536 NUCLEAR MAGNETIC RESONANCE: THEORY AND PRACTICE **3**

A combination lecture/hands-on course utilizing the department's FT-NMR to provide students with theoretical background and practical experience in modern 1-D and 2-DFT-NMR.

Prerequisites: CHEM 310 Analytical Chemistry and 311 Instrumental Analysis or equivalents.

CHEM 540 CHEMICAL THERMODYNAMICS 3

In-depth study of classical thermodynamics. Development of thermodynamic functions describing chemical systems in equilibrium, with emphasis on systems of variable composition.

Prerequisite: CHEM 341 Physical Chemistry II or instructor's permission.

CHEM 542 THEORETICAL PHYSICAL CHEMISTRY 3

Theoretical development of quantum mechanics and statistical mechanics as applied to chemistry. Application of theoretical procedures to atomic and molecular structure and bonding.

Prerequisites: CHEM 341 Physical Chemistry II and MATH 420 Differential Equations.

CHEM 544 ELECTROCHEMISTRY 3

Principles and application of electrochemistry, relationship of electromechanical principles to classical thermodynamics, and practical applications of electrochemistry.

Prerequisite: CHEM 341 Physical Chemistry II.

CHEM 546 CHEMICAL SPECTROSCOPY 3

Introduction to the theory of molecular spectroscopy.

Prerequisite: CHEM 341 Physical Chemistry II.

CHEM 548 CHEMICAL KINETICS 3

Kinetics in its role of elucidating reaction mechanisms. Discussion of recent problems from the chemical literature including fast reactions and enzyme kinetics.

Prerequisite: CHEM 341 Physical Chemistry II.

CHEM 550 ORGANOMETALLIC CHEMISTRY 3

The course will introduce students to organometallic chemistry, mainly involving transition metals, but also including some main group metals. The material covered will focus on the unique chemistry of these compounds and their uses in organic synthesis, material science, and as catalysts.

Prerequisites: CHEM 423 Advanced Inorganic Chemistry and 430 Advanced Organic Chemistry or equivalents.

CHEM 570 SELECTED TOPICS IN ADVANCED BIOCHEMISTRY 3

A detailed treatment of selected topics in biochemistry. Special emphasis upon recent developments. Protein structure, enzymology, metabolism, and nucleic acid chemistry are examples of topics.

Prerequisite: CHEM 470 Biochemistry I or instructor's permission.

CHEM 590 SELECTED TOPICS - ADVANCED CHEMISTRY 3

An in-depth study of selected areas in either analytical, inorganic, organic or physical chemistry, with special emphasis upon recent developments in the field.

Prerequisite: CHEM 341 Physical Chemistry II or instructor's permission.

CHEM 595 GRADUATE RESEARCH 2 - 4

Directed individual laboratory investigation under guidance of faculty advisor. May be elected once or twice, maximum credit allowed is 4 semester hours.

Prerequisite: Completion of 12 semester hours in this graduate program; instructor's permission.

CHEM 599 GRADUATE LITERATURE SEARCH IN CHEMISTRY 2

An individual, non-experimental investigation utilizing the scientific literature .

Prerequisite: Completion of 12 semester hours in this graduate program.

CHEM 600 THESIS 2

Writing, presentation, and defense of thesis before the chemistry faculty.

Prerequisites: CHEM 595, instructor's permission.

CLASSICS AND GENERAL HUMANITIES

Chairperson: Dr. Timothy Renner

The Department of Classics and General Humanities offers graduate level courses in Latin literature and in the culture and civilization of the classical world. These courses may be elected by students who are enrolled in master's programs at Montclair as well as by post-baccalaureate students seeking to acquire teaching certification in Latin or to broaden their knowledge of classical studies and the classical tradition.

CLASSICS AND GENERAL HUMANITIES

Course Descriptions

		Semester Hours
GNHU 501	IN PURSUIT OF THE HUMANITIES: HISTORY, CRITICAL APPROACHES, METHODS	3
This course is an introduction to how and why the humanities have evolved as a discipline within education and within society as a whole from the age of the Sophists to the present; to the most influential contemporary theoretical approaches to studying texts and ideas within the humanities; and to the most important tools and resources for studying the humanities in an interdisciplinary sense. The core aims to foster a synoptic view of the humanities and a critical sense of how the humanities have evolved in close association with political educational, and other societal forces, and continue to do so today.		
GNHU 531	SELECTED TOPICS IN ANCIENT HISTORY	3
Each offering of the course explores a selected topic centered around a period, a theme, or a question chosen from ancient Mediterranean, Western Asian, or European socioeconomic, political, or cultural history. Topics may range in time from the Bronze Age to Late Antiquity.		
GNHU 551	SELECTED TOPICS IN MEDITERRANEAN ARCHAEOLOGY	3
This course consists of an in-depth study of the archaeological evidence for a selected period, region or other thematic topic within the ancient Mediterranean world broadly defined. Special attention will be given to the role which archaeology can play in reconstructing the history of past cultures and to the Mediterranean archaeologist's frequent need to try to reconcile ancient literary and epigraphical evidenced with archaeologically obtained data.		
LATN 511	THE COMEDY OF PLAUTUS	3
Intensive reading and study of selected plays of Plautus with attention to language, characterization, style, structure, and metre. The literary and historical milieu of Plautine drama, including the apparatus of play production and the relationship of the comedies to contemporary social and economic history. The place of Plautus in theatre history, with special reference to Greek New Comedy, to other ancient Italic comedy, and to later European drama.		

Intensive reading and critical study of a selected author, genre, period, or theme in Latin literature that is not covered by a regular course. Topics will be chosen to complement other graduate course offerings in Latin and classical studies. May be repeated for credit with different topics.

COMMUNICATION SCIENCES AND DISORDERS

Chairperson: Dr. Joseph Attanasio

Graduate Advisor: Dr. Gerard Caracciolo

Graduate students have the opportunity to specialize in Speech-Language Pathology.

The mission of the Department of Communication Sciences and Disorders is to prepare speech-language pathologists who meet the certification and licensure requirements of state, national, and professional agencies for work with persons having a variety of communication disorders. Departmental programs stress an interdisciplinary approach to the understanding of communication disorders and to the appropriate assessment of, and interventions for, those disorders. Successful students are those who have a strong understanding of the bases of clinical procedures, are able to develop and use theoretical models, can engage in reflective and analytical thinking in their professional practices, can develop professional collaborations, are able to create meaningful treatment programs, and utilize research appropriately in their work.

ADMISSION REQUIREMENTS*

Speech-Language Pathology Concentration

Students wishing to matriculate in this area must have completed a bachelor's degree. Graduate students must demonstrate communication skills that will not interfere with clinical practice. A student who is judged to have questionable skills will be referred to a faculty panel for further evaluation. If necessary the student will be referred for assistance. Students requiring assistance will be reevaluated before they are allowed to enroll for clinical practica. Enrollment in clinical practica will be postponed until communication skills are judged to be sufficient.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMMUNICATION SCIENCES AND DISORDERS

This master's degree program consist of a minimum of 43 semester hours. Some students may need to take prerequisite courses as specified by the graduate advisor.

Speech-Language Pathology Concentration

Accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language- Hearing Association and approved by the Council for Exceptional Children.

Semester Hours

Basic Courses: up to 12 s.h.
(Required for students with incomplete or no undergraduate background in speech-language pathology.)

CS&D	408	Phonetic Study of Speech Sounds	3
CS&D	409	Anatomy & Physiology of Speech & Hearing Systems	3
CS&D	410	Neurophysiological Bases of Communication	3
CS&D	534	Speech & Hearing Science	3

Required Courses 40

CS&D	500	Speech & Language Acquisition	3
CS&D	511	Language Disorders of Adults	3
CS&D	512	Diagnosis in Speech-Language Pathology	3
CS&D	515	Voice Disorders	3
CS&D	517	Phonological and Articulation Disorders	3
CS&D	521	Clinical Process & Procedures in Speech-Language Pathology	3
CS&D	524	Evaluation and Treatment of Swallowing Disorders	4
CS&D	576	Aural Rehabilitation	3
CS&D	583	Language Disorders of Children	3
CS&D	584	Cleft Palate and Craniofacial Disorders	3
CS&D	585	Fluency Disorders	3
CS&D	592	Research in Speech-Language Pathology	3
CS&D	598	Problems and Issues in Communication Disorders	3

Practica 3-18 s.h.

Depending upon previous supervised clinical practice students will take, by advisement, at least one of the following:

CS&D	535	Advanced Seminar in Communication Disorders	6
CS&D	562	Intermediate Practicum in Communication Disorders	3
CS&D	599	Advanced Practicum in Speech Pathology	3
CS&D	600	Externship in Speech-Language Pathology	3

Field Placements: A public school student teaching placement will be arranged with an American Speech-Language Hearing Association (ASHA) certified clinician for those intending to obtain teacher certification. Other settings include hospitals, rehabilitation centers, speech and hearing clinics and nursing homes. ASHA certification is required of all supervisors as specified by the American Speech-Language Hearing Association. ASHA requires 350 hours of supervised experience with a variety of cases in order to obtain national certification. A similar requirement is necessary for a state license.

Teacher Certification: In addition to a student teaching placement, additional coursework related to teacher certification will be added, if necessary, in consultation with the Dean of the College of Education and Human Services.

A minimum of 43 credits will be required for the Master’s degree, concentration in Speech-Language Pathology. For those students who have deficiencies in certain skills or wish Teacher Certification, additional coursework will be required. Students who already have some of the required coursework from other institutions may transfer credits to this program in accordance with University policy. For these students, specialization electives are available.

			Semester Hours
Specialization Electives (by advisement)			
CS&D	514	Communication Disorders of the Aged	3
CS&D	523	Educational Audiology	3
CS&D	531	Clinical Audiology	3
* CS&D	573	Organization & Administration of Speech & Hearing Programs	3
CS&D	594	Independent Study	1-3
CS&D	600	Externship in Speech-Language Pathology	3
SPED	579	Special Education for Students with Disabilities	3
SPED	595	Medical and Physical Bases of Disabilities	3

**Required for certification in New Jersey public schools.*

Additional Department Requirements

1. Students are required to complete successfully a comprehensive examination or project. Comprehensive projects and examinations are designed to give students an opportunity to demonstrate their ability to integrate major concepts while working closely with the faculty. Comprehensive projects and examinations are culminating activities in students’ programs.

Note that there is a limit to the number of times a student may take the comprehensive examination. Comprehensive projects may require revisions before being accepted and there is a limit to the number of revisions allowed. Students are required to consult with their advisors for specific information on these additional department requirements.

2. Majors in Speech-Language Pathology must complete 25 hours of supervised clinical observations and a total of 350 semester hours of supervised direct clinical experience. Up to 100 hours completed as an undergraduate will be accepted toward the requirement.

3. Courses are offered in this department that meet prerequisite requirements in Speech-Language Pathology and for admission to the graduate program.

4. Students in the Speech-Language Pathology program have the opportunity to take work, as part of their graduate studies, that meets the requirements for a New Jersey public school certification as a Speech/Language Specialist, and a New Jersey license as a Speech/Language Pathologist.

5. Admission to the program in Speech-Language Pathology is in the fall of each academic year. Completed applications must reach the Graduate School Office by March 1st of each year for admission for the following fall semester; new students may not begin the program in the spring semester. The Graduate Record Examination (GRE) must be taken no later than the December administration for consideration for the following fall semester.

6. Courses in the M.A. in Speech-Language Pathology are scheduled during the day and evening. For this reason students are expected to be available for courses at any time. Additionally, it has been the Department's position not to support the policy of employing Speech-Language Specialists on a provisional certification basis.

COMMUNICATION SCIENCES AND DISORDERS

Course Descriptions

	Semester Hours
CS&D 408 PHONETIC STUDY OF SPEECH SOUNDS	3
The articulation of sounds of American English, developing an understanding of articulatory features using the international phonetic alphabet. <i>Prerequisite: Senior standing or major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</i>	
CS&D 409 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING	3
The anatomical and physiological bases of respiration, phonation, articulation and resonance. The anatomy and physiology of the auditory mechanism. <i>Prerequisite: Senior standing or major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</i>	
CS&D 410 NEUROPHYSIOLOGICAL BASES OF COMMUNICATION	
Study of the anatomy and physiology of the nervous system as it relates to the development of hearing, vision, thought, memory and emotions, as well as the perception, processing and production of speech and language. <i>Prerequisite: Senior standing or major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</i>	
CS&D 500 SPEECH AND LANGUAGE ACQUISITION	3
The nature of language and language development in young children. Acquisition of phonological, semantic and syntactic systems studied in framework of biological, cognitive, and linguistic theory. <i>Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</i>	
CS&D 511 LANGUAGE DISORDERS OF ADULTS	3
This course is devoted to an advanced study of adult aphasia and other communication disorders associated with neuropathologies of adulthood. <i>Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</i>	

CS&D 512 DIAGNOSIS IN SPEECH-LANGUAGE PATHOLOGY 3

Diagnostic procedures including tests for children and adults who have multiple disabilities and are communication disordered. Opportunities provided for interviewing parents, testing and report writing.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 515 VOICE DISORDERS 3

Selected disorders of voice production. Consideration given to etiology, pathology and therapy related to vocal nodules, contact ulcers, paralysis of the vocal cords and other organic voice problems. Speech rehabilitation techniques for the laryngectomized and for persons with cleft palate conditions.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 517 PHONOLOGICAL AND ARTICULATION DISORDERS 3

This course provides an in-depth study of phonological and articulation problems of children and adults with major emphasis on assessment and treatment. Consideration is given to the speech problems associated with craniofacial abnormalities, as well as to the management of dysarthria and apraxia in children and adults.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

**CS&D 521 CLINICAL PROCESS AND PROCEDURES
IN SPEECH-LANGUAGE PATHOLOGY 3**

The course provides an orientation to clinical practice in speech-language pathology. The clinical process is presented as a construct which interfaces interpersonal dynamics with preferred professional practices. A decision-making continuum is applied to the interpretation of client needs as a basis for developing goals, planning treatment procedures, documenting treatment and planning for referral and/or discharge.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 523 EDUCATIONAL AUDIOLOGY 3

This course provides a basis for understanding how hearing and hearing losses have an impact on language, academic, and psychosocial development. Audiometric screening/testing, tympanometry, and central auditory processing evaluation will be presented in the context of educational planning

**CS&D 524 EVALUATION AND TREATMENT OF
SWALLOWING DISORDERS 4**

This course is designed to provide students with the information and skills necessary to evaluate and treat swallowing disorders in pediatric and adult populations within the scope of practice for speech-language pathologists. An interdisciplinary approach is stressed. Students are given the opportunity to learn through classroom and laboratory experiences. The course meets at St. Joseph's Hospital and Medical Center in Paterson, New Jersey.

CS&D 531 CLINICAL AUDIOLOGY 3

Increases skills in administering tests for pure-tone and speech reception thresholds; evaluation and interpretation of test results and analysis of client histories. Hearing aid evaluation, measurement of recruitment and tests for psychogenic deafness and malingering; pre- and post-surgical audiometry and special problems of differential diagnosis in testing children.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 533 SUPERVISION OF SPEECH AND HEARING PROGRAMS 3

Develops skill in supervision of beginning clinicians by experienced therapists; criteria for evaluation, writing critiques and understanding interpersonal relationships that enhance teaching through criticism.

CS&D 534 SPEECH AND HEARING SCIENCE 3

Study of basic acoustics, memory, and perception. Advanced study of anatomy and physiology of the speech and hearing mechanisms. Commonly used instrumentation will be discussed.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 535 ADVANCED SEMINAR IN COMMUNICATION DISORDERS 6

Diagnostic, therapeutic and evaluative techniques employed in working with children and adults who have speech disorders of organic etiology.

Prerequisite: Departmental approval.

CS&D 562 INTERMEDIATE PRACTICUM IN COMMUNICATION DISORDERS 3

Supervised clinical practice with children and adults presenting a variety of communication disorders.

Prerequisite: Departmental approval.

CS&D 573 ORGANIZATION AND ADMINISTRATION OF SPEECH AND HEARING PROGRAMS 3

Clinical programs in the public schools and other settings. Testing, scheduling, grouping and record-keeping. The role of clinician in relation to administrators, teachers, specialists in related areas, parents and paraprofessionals.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 576 AURAL REHABILITATION 3

Study of theory and techniques for developing speech reading and auditory training programs for individuals with hearing loss. Also considered will be basics of American Sign Language and social and vocational concerns.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 583 LANGUAGE DISORDERS OF CHILDREN 3

Psycholinguistic components of language, factors involved in language development and language disorders associated with developmental lag, childhood aphasia, deafness, retardation, and emotional problems.

Prerequisite: Departmental approval.

CS&D 584 CLEFT PALATE AND CRANIOFACIAL DISORDERS 3

Etiology, characteristics, and management of individuals with cleft lip, cleft palate, and other craniofacial disorders. Unit on myofunctional therapy included.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration; departmental approval.

CS&D 585 FLUENCY DISORDERS 3

Principles and methods of speech therapy with children and adults with fluency disorders. Methods of evaluation, specific techniques of speech therapy, and principles coordinating speech therapy with home and school life. Demonstrations with children and adults with fluency disorders serve as the basis for study and discussion.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 592 RESEARCH IN SPEECH-LANGUAGE PATHOLOGY 3

Significant problems in the field are investigated and published research projects evaluated. Critical analysis and experimental design are emphasized.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 594 INDEPENDENT STUDY 1 - 3

Students select an area of Communication Sciences and Disorders and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation.

Prerequisite: Departmental approval.

CS&D 598 PROBLEMS AND ISSUES IN COMMUNICATION DISORDERS 3

This seminar is designed to introduce newly emerging topics in communication disorders, including cognitive rehabilitation of closed-head injured patients, dysphagia, and augmentative/alternative communication for the non-speaker. Literature review and prescribed observations will provide the foundation for studying the nature, characteristics, epidemiology, and the assessment/treatment protocols of the pertinent pathologies.

Prerequisite: CS&D 511.

CS&D 599 ADVANCED PRACTICUM IN SPEECH PATHOLOGY 3

Practical application of diagnostic and rehabilitative techniques with children and adults who have major speech and language problems. Qualified students participate in specialized laboratory experiences: planning and supervising speech therapy sessions, providing rehabilitative services, interviewing applicants and administering audiometric tests.

Prerequisite: Departmental approval.

CS&D 600 EXTERNSHIP IN SPEECH-LANGUAGE PATHOLOGY 3

This course is designed to provide the experiences and skills necessary for professional practice as a speech-language pathologist in hospitals, rehabilitation centers, nursing homes, and other clinical settings that provide services to individuals with communication disorders.

Prerequisite: Departmental approval.

COMPUTER SCIENCE

Chairperson: Dr. Dorothy R. Deremer

Graduate Coordinator: Dr. James Benham

MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

The Department of Computer Science offers a Master of Science degree in Computer Science, an MS in Computer Science with a concentration in Applied Statistics, an MS in Computer Science with a concentration in Applied Mathematics, and an MS in Computer Science with a concentration in Informatics. The concentrations consist of taking 3 courses in a computer intensive area, or in a specialized area complementary to computer science. An MS in Mathematics with a concentration in Computer Science is offered by the Department of Mathematical Sciences. This degree option is described under Mathematics.

The graduate program in computer science is designed for students interested in pursuing computer science theoretically as well as practically at an advanced level. While introducing students to newly developing areas of computer science, this program emphasizes the foundations and concepts of the field. Concepts are developed rather than routine programming skills. The option of taking concentrations allows for a minimal amount of specialization if desired. Students are prepared for professional work in the design and implementation of software systems, data base systems, operating systems, artificial intelligence, expert systems, graphics, simulation and algorithms for discrete and continuous structures that will aid in the solution of problems encountered in the scientific and business sector. The curriculum is designed to allow students to develop skills needed to achieve leadership positions in business, industry, and government in computer science or in related fields that are computer science intensive. The program also prepares teachers of computer science at the two year college, high school and middle school levels.

The graduate program in computer science began in 1978. At present, there are 12 full-time faculty in the Department of Computer Science. The special interests of the faculty include algorithms, artificial intelligence, automata theory, automated theorem proving, bioengineering, compilers, computer science education, complexity theory, computational linguistics, computational logic, cryptography, data bases, data mining and knowledge discovery, design and management of information systems, expert systems, fault-tolerant computing, graphics, machine organization and architecture, neural networks, non-linear phenomena and fuzzy logic, operating systems, parallel and distributed computing, program verification, pixel and image processing, robotics, software engineering, scientific computing, and telecommunications. The department has the advantage of having professional computer scientists as both faculty and visiting specialists. The visiting specialists are drawn from the aerospace, chemical, computer, and pharmaceutical industries. This mix of faculty affords students the opportunity to obtain an education in both the practical and theoretical aspects of computer science.

Computer facilities within the College of Science and Mathematics currently comprise a local area network (SCINet) of Sun servers and workstations, as well as Dell

and Macintosh teaching laboratories. The Sun network comprises four Enterprise servers, a student laboratory with twenty Ultra 10 workstations, and workstations in faculty offices. The computers on this network run under the UNIX operating system. Available software packages include: Maple, MATLAB, Iris Explorer, LaTeX, Rational Rose, SAS, Splus, Ingres, MySQL, JavaStudio, and JavaWorkshop. Programming languages include: C, C++, Java, Ada, FORTRAN, Pascal, LISP, Prolog, Perl and Smalltalk. In addition, Montclair State University maintains a DEC Alpha 2100 (running the VMS operating system), on which any MSU student may establish an account. Software available on this machine include: Ada, C, C++, COBOL, FORTRAN, GPSS, Ingres, LISP, Macro, Maple, Minitab, Pascal, PL/1, Prolog, SAS, SAS graphics, SPSSX and SPSS graphics. The University also maintains a number of microcomputer labs throughout the campus. Access to the Alpha and the CSAM Sun network is available from most of these microcomputers via a campus-wide local area network (MSUNet). In addition these microcomputers support a wide variety of software such as JMP, Mac Spin, Data Desk, Solo, Statistix, and Office for student use. Montclair State University recently became its own Internet Service Provider (MSU-ISP). All students and faculty may establish Internet Accounts. These, as well as dial-up lines, provide remote access to computers on campus.

Students desiring to enter the MS in Computer Science without an appropriate background in computer science can obtain the necessary foundation in computer science and mathematics by taking courses in our prerequisite program. The details of this program are discussed below. Upon satisfactory completion of part or all of the program, students are admitted to the master of science program.

ADMISSION REQUIREMENTS

1. All students must meet the admissions requirements for graduate study at Montclair State University.
2. Applicants must possess a bachelors degree from an accredited institution with either:
 - a. A major in computer science or mathematics
 - b. A major in science or engineering
 - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
3. Applicants must have taken at least 15 undergraduate mathematics credits including calculus, linear algebra, probability and discrete mathematics. Deficiencies in mathematics can be rectified by taking MATH: 501, 502, and/or 503, which are accelerated mathematics courses. When required, these will be "prerequisite courses" on the graduate work program. The sequence of prerequisites requires one year to complete, i.e., Fall, Spring and Summer semester.
4. Applicants must:
 - a. Be proficient in the following computer programming languages:
 - i) C++ or Java
 - ii) Assembly Language
 - b. Have knowledge of data structures and computer architecture (including RISC)

A two-semester sequence in an object oriented language or one year's programming experience in industry will suffice for the first of these requirements. Deficiencies in computer science can be rectified by taking CMPT: 505, 506, and/or 507. These are accelerated computer science courses designed for the student to master the necessary foundations and concepts required for the graduate program rather than just routine programming skills. When required, these will be listed as "prerequisite courses" on the graduate work program. The sequence requires one year to complete, i.e., Fall, Spring, and Summer semester.

Applicants satisfying admission requirements but needing to make up work in the fundamentals of Computer Science and/or Mathematics (CMPT: 505, 506, 507 and MATH: 501, 502, 503) are granted deferred matriculation. Upon completing the necessary courses with a minimum grade point average of 3.0, students will be granted full matriculation. These courses (up to 22 credits) will not count for degree credit.

A candidate for the Master of Science degree in Computer Science must consult the graduate coordinator of the department before matriculation since the choice of graduate courses must be adjusted to the level of preparation in undergraduate work. All the degree programs in Computer Science are 33 credit programs. The student's work program listing course requirements is prepared in consultation with the graduate coordinator. In order to be awarded a Master of Science degree in Computer Science, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Departments of Computer Science and/or Mathematical Science. In addition a student must have a passing grade on a comprehensive examination based on the core courses. In order to be eligible to take the comprehensive examination students are required to have a 3.0 grade point average and to have completed 15 degree bearing credits including four or more of the core courses (CMPT 580, 581, 583, 586, or 592).

Note: Courses MATH: 501, 502, 503 and CMPT: 505, 506, 507 are not to be counted among the 33 semester hours required for completion of the program.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

MS Computer Science

	Semester Hours
I. Computer Science	21
Required core courses: CMPT: 580, 581, 583, 586, 592	
Two additional courses selected from:	
CMPT: 570-599, 670-699 or MATH: 560	
II. Computer Science, Mathematics and/or Statistics Electives	12
Courses selected from:	
CMPT: 570-599, 670-699	
MATH: 420-469; 520-569, 580-599; 620-669, 680-699	
STAT: 440-449; 541-549; 640-649	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most six semester hours can be taken at the 400 level.	
III. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.	

**MS Computer Science
Informatics Concentration**

	Semester Hours
I. Computer Science	15
Required core courses: CMPT: 580, 581, 583, 586, 592	
II. Informatics	9
Required: CMPT 593 and 596	
Select one: CMPT 594 or 696	
III. Computer Science, Mathematics, Statistics or Business Electives	9
Three course selected from:	
CMPT: 570-599, 670-699	
MATH: 569, 584	
STAT: 541, 544, 548	
INFO: 503	
Substitutions are allowed with prior written approval of the graduate coordinator. At most six semester hours can be taken at the 400 level.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.	

**MS Computer Science
Applied Statistics Concentration**

	Semester Hours
I. Computer Science	21
Required core courses: CMPT: 580, 581, 583, 586, 592	
Two additional courses selected from:	
CMPT: 570-599, 670-699 or MATH: 560	
II. Applied Statistics	9
Required courses: MATH: 541, 544, 548	
III. Computer Science, Mathematics and/or Statistics Elective	3
Course selected from:	
CMPT: 570-599, 670-699	
MATH: 420-469; 520-569, 580-599; 620-669, 680-699	
STAT: 440-449; 541-549; 640-649	
Substitutions are allowed with prior written approval of the graduate coordinator. At most six semester hours can be taken at the 400 level.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.	

MS Computer Science Applied Mathematics Concentration

- I. Computer Science 21
 Required core courses: CMPT: 580, 581, 583, 586, 592
 Two additional courses selected from:
 · CMPT: 570-599, 670-699 or MATH: 560
- II. Applied Mathematics 9
 Three courses selected from:
 MATH: 560, 564, 566, 580, 581, 584
- III. Computer Science, Mathematics, and/or Statistics Elective 3
 Course selected from:
 CMPT: 570-599, 670-699
 MATH: 420-469; 520-569, 580-599; 620-669, 680-699
 STAT: 440-449; 541-549; 640-649
 Substitutions are allowed with prior written approval of the graduate coordinator.
 At most six semester hours can be taken at the 400 level.
- IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.

COMPUTER SCIENCE

Course Descriptions

	Semester Hours
CMPT 505 FUNDAMENTALS OF COMPUTER SCIENCE I	4
An introduction to programming using a structured high level language, design of algorithms, character strings, recursion, data structures, numerical computing. May not be used for credit by Mathematics or Computer Science majors.	
<i>Prerequisite: Permission of graduate coordinator.</i>	
CMPT 506 FUNDAMENTALS OF COMPUTER SCIENCE II	4
A continuation of CMPT 505. Introduction to assembly language, addressing techniques, subroutine linkage, input/output and macros. Introduction to computer organization including memory, logic design and computer architecture. May not be used for credit by Mathematics and Computer Science majors.	
<i>Prerequisites: CMPT 505 and permission of graduate coordinator.</i>	
CMPT 507 FUNDAMENTALS OF COMPUTER SCIENCE III	4
A continuation of CMPT 505. Design and analysis of data structures, pointers, linked representations, object oriented programming (OOP), classes, inheritance, programming in the large. May not be used for credit by Mathematics and Computer Science majors.	
<i>Prerequisites: MATH 501, and CMPT 505 and permission of graduate coordinator.</i>	

CMPT 508 TOPICS IN A COMPUTER LANGUAGE 1

An introduction to a selected computer language, with a view to becoming proficient in programming that language. Each time the course is offered, only one programming language will be taught, but the language could vary from one semester to another. This course could be taken more than once by the same student, provided that the language taught each time is different. May not be used for credit by Mathematics or Computer Science majors.

Prerequisites: CMPT 505 and permission of graduate coordinator.

CMPT 574 PIXEL AND IMAGE PROCESSING 3

This course provides an introductory and comprehensive treatment of pixel and image processing with applications to fine arts, face recognition, etc. Topics include sampling and quantization, convolution, equalization, filtering, image segmentation, image operations, morphological image processing.

Prerequisites: CMPT 580 and permission of graduate coordinator.

CMPT 575 INTRODUCTION TO COMPUTER GRAPHICS 3

An introduction to computer graphics, including the algorithms to generate two-dimensional and three-dimensional graphical pictures. An overview of ray tracing, shading and color theory. Interactive graphics. Graphics devices.

Prerequisites: CMPT 580 and permission of graduate coordinator.

CMPT 576 OBJECT-ORIENTED SOFTWARE DEVELOPMENT 3

Introduction to the major features of the object-oriented paradigm and their realization in an object-oriented programming language. Introduction to major methods and tools used in object-oriented analysis and design. Implementation and testing issues.

Prerequisites: CMPT 581, and CMPT 583, and permission of graduate coordinator.

CMPT 578 INTRODUCTION TO ARTIFICIAL INTELLIGENCE 3

An introduction to artificial intelligence including representations of knowledge, problem solving, games, heuristics and backtracking, expert systems, theorem proving, the languages LISP and PROLOG.

Prerequisites: CMPT 583 and permission of graduate coordinator.

CMPT 580 MACHINE ORGANIZATION AND ARCHITECTURE 3

Basic computer organization and design, digital functions, data representation, microprogramming, CPU organization, the assembler language and addressing techniques. Required of majors.

Prerequisite: Permission of graduate coordinator.

CMPT 581 SYSTEMS SOFTWARE DESIGN 3

Assemblers, macroprocessors, linkers and loaders, introduction to compilers and run facilities. Required of majors.

Prerequisite: CMPT 580, and permission of graduate coordinator.

CMPT 582 THEORY OF AUTOMATA AND FORMAL LANGUAGES 3

Languages and grammars, finite automata and regular grammars, context free grammars, push-down automata, Turing machines, computability, deterministic languages, linear bounded automata and stack automata.

Prerequisite: Permission of graduate coordinator.

CMPT 583 COMPUTER ALGORITHMS 3

Algorithms: definition, design and analysis; sorting and searching techniques and introductory dynamic programming studied as algorithms with complexity theory and optimization techniques applied. Required of majors.

Prerequisite: Permission of graduate coordinator.

CMPT 584 OPERATING SYSTEM DESIGN 3

Design and implementation of operating systems, multiprogramming, multiprocessor, device management, scheduling, virtual memory, case studies.

Prerequisite: CMPT 581 and permission of graduate coordinator.

CMPT 585 TOPICS IN COMPUTER SCIENCE 3

Recent developments in the field. Topics such as Monte Carlo methods, graphics, expert systems, security, networks and special areas of applications.

Prerequisites: CMPT 580, and permission of graduate coordinator.

CMPT 586 FILE STRUCTURES AND DATABASES 3

Secondary storage devices. Data transfer. Primary and secondary access methods. Sequential and random access methods. File design. File organizations and corresponding processing. File maintenance. Sorting large files. Database concepts. Required of majors.

Prerequisite: Permission of graduate coordinator.

CMPT 587 MICROCOMPUTERS AND COMPUTER INTERFACES 3

Introduction to genealogy, manufacture and hardware design of microprocessors, microcomputer architecture, instruction sets and programming, microcomputer peripherals and interfaces.

Prerequisite: CMPT 580 and permission of graduate coordinator.

CMPT 588 FUNDAMENTALS OF PROGRAMMING LANGUAGES 3

A comparative approach to modern programming languages with emphasis on non-imperative languages, and an introduction to parallel languages.

Prerequisite: Permission of graduate coordinator.

CMPT 589 COMPUTER SIMULATION OF DISCRETE SYSTEMS 3

Introduction to simulation and discrete simulation models. Queuing theory and stochastic processes. Simulation methodology including generation of random numbers and variates, design of simulation experiments, analysis of data generated by simulation experiments and validation of models. Survey of current simulation languages and selected applications.

Prerequisites: CMPT 580, and permission of graduate coordinator.

CMPT 590 COMPUTER SIMULATION OF CONTINUOUS SYSTEMS 3

Computer simulation of continuous systems with emphasis on conservation principles and governing equations, numerical treatment of systems of algebraic and differential equations, the use of software packages and simulation languages, verification and validation techniques, and interpretation and presentation of results.

Prerequisite: CMPT 586, and permission of graduate coordinator.

CMPT 591 COMPILER THEORY AND CONSTRUCTION 3

Introduction to the formal description of programming languages, the theory of parsing, and the concepts and techniques used in the construction of compilers.

Prerequisite: CMPT 581, and permission of graduate coordinator.

CMPT 592 DATA BASE DESIGN AND IMPLEMENTATION 3

To develop in-depth understanding of data base concepts and issues. The major emphasis of the course is on the conceptual (logical) organization, retrieval and manipulation of data. Required of majors.

Prerequisites: CMPT 586, and permission of graduate coordinator.

CMPT 593 STRUCTURE SYSTEM DESIGN AND ANALYSIS 3

A study of the design of large scale computer systems relative to the constraints imposed by hardware, software and particular types of applications. Recent work in automated system design will be discussed.

Prerequisite: CMPT 586, and permission of graduate coordinator.

CMPT 594 SOFTWARE ENGINEERING AND RELIABILITY 3

This course will introduce the principles and methods for the design, coding and verification of software systems. Topics include software design techniques, programming methodology, programming testing, proving program correctness, software reliability, and software management.

Prerequisite: CMPT 586, and permission of graduate coordinator.

CMPT 596 PRINCIPLES OF DATA COMMUNICATION 3

Physical and logical aspects of data communications: analog-digital, broadband-baseband, TDM-FDM, protocols, modulation techniques, hardware for communication.

Prerequisites: CMPT 580, and permission of graduate coordinator.

CMPT 678 NEUROCOMPUTING 3

Basic neural network concepts, definitions, and building blocks; learning laws; simple implementations; associative networks; mapping networks; survey of applications.

Prerequisite: CMPT 583, and permission of graduate coordinator.

CMPT 680 PARALLEL ARCHITECTURES AND ALGORITHMS 3

This course provides a study of the state-of-art of parallel processing algorithms and architectures. Parallel processing uses multiple processors working together in a synchronized fashion to solve large problems fast.

Prerequisites: CMPT 580, and CMPT 583, and permission of graduate coordinator.

CMPT 683 ADVANCED COMPUTER ALGORITHMS 3

Dynamic programming, game trees and backtracking techniques, branch and bound, polynomial evaluation and fast Fourier transform algorithms; complexity and analysis, and optimization techniques will be applied. NP-hard problems and NP-completeness.

Prerequisite: CMPT 583, and permission of graduate coordinator.

CMPT 690 INDEPENDENT STUDY IN COMPUTER SCIENCE 3

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in computer science which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

Prerequisite: Permission of graduate coordinator.

CMPT 695 SEMINARS IN COMPUTER SCIENCE

1 - 4

Guided study of selected topics in major field of interest.

Prerequisites: CMPT 581, and 583, and 586; and permission of graduate coordinator.

CMPT 696 LOCAL AREA NETWORKS

3

Fundamental issues and concepts underlying Local Area Network (LAN) development via microcomputers: topology, transmission media and technology, error control, protocols.

Prerequisite: CMPT 596, and permission of graduate coordinator.

COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

Chairperson and Graduate Advisor: Dr. Arlene King

Program Coordinators: Addiction Study, Dr. Manuel Guantez

Counseling Fieldwork, Dr. Richard Grey

Administration and Supervision, Dr. David Weischadle

Educator/Trainer Program, Dr. David Weischadle

Counseling, Dr. Arlene King

Counseling programs in both the public and private sectors, corporate and business training and organizational development activities, and educational administration and supervision roles are integral parts of the American way of life. The mission of the department is to provide qualified and trained personnel for positions of responsibility in these various program areas, enabling organizations to meet the changing needs of society.

In counseling, the department prepares students for work with diverse populations in a variety of settings in the following areas: individual/group counseling, addiction counseling, human resources counseling, guidance counseling, and student services in higher education. In addition, the department offers courses for professional development meeting the requirements for National Board Certification in Counseling and New Jersey State Professional Counselor Licensure.

In the growing area of training and development, the department offers opportunities to current and prospective professionals to gain new knowledge and skills in management education, program planning and organizational analysis.

In educational administration and supervision, the department provides leadership programs for individuals to develop the knowledge and competencies for positions as principals, department supervisors, school business administrators, superintendents, and other personnel.

From the initial core of courses through the field work experience, the department offers courses to train counselors, human services personnel, and educational trainers to work with minority communities, women, families, adult learners, substance abusers (CADC), Prevention Specialists (CPS), businesses and industrial settings, as well as to work in traditional roles in public school administration, supervision, school guidance, school social work, and substance abuse awareness (SAC).

An initial core program, consisting of four courses applicable to counseling, educational training or administration and supervision is required of all students entering the program. The specific coursework to be followed will be determined under the guidance of the appropriate program coordinator. The Program Coordinator will work out an individual program designed to meet each student's particular interests and needs.

Portrait of a Counselor*

Montclair State University's Counseling Program is committed to the training and development of professional counselors who actively engage in reflective, ethical, legal, and culturally competent counseling practice that promotes the highest levels of personal growth, empowerment, and effectiveness in individuals, families, groups, and communi-

ties. In selecting students for the Counseling Program, Montclair State University uses criteria which are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our Program to possess. The "Portrait of a Counselor" outlined below is a model toward which students in the Program strive. In making decisions on acceptance to the Program, faculty consider such criteria as educational and life experiences, professional goals, commitment to social justice and human development, the varied responsibilities associated with both, and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will achieve the goals inherent in the "Portrait of a Counselor."

The Department of Counseling, Human Development, and Educational Leadership community is committed to the initial and continuing development of counselors who exemplify the character, dispositions and habits of mind reflected in this portrait. Competent, professional counselors:

- a. conduct ongoing inquiries into the nature of counseling, learn about new developments, and reflect upon their own personal development and professional practice.
- b. believe in the worth and potential for change of all persons and strive to ensure equal opportunities for all clients.
- c. possess the literacy, critical thinking and technological skills associated with the concept of an educated counseling professional and, are committed to lifelong learning. They speak and write English fluently and to communicate effectively and possess the critical thinking skills needed to competently analyze and contribute to the professional literature.
- d. have content knowledge of the theories, concepts, purposes and processes associated with counseling.
- e. understand the effects of human development on the personal, social and emotional growth of people and are committed to providing a nurturing, caring and accepting therapeutic environment for all clients.
- f. possess the skills and attitudes necessary to establish and maintain a counseling environment that fosters trust, critical thinking, inquiry, risk-taking, and self-empowerment.
- g. understand and are committed to moral, ethical, legal, and enculturating responsibilities within a democratic society.
- h. model respect for individual and cultural differences and an appreciation of the basic worth of each individual. They select counseling interventions with sensitivity to issues of class, gender, race, ethnicity, sexual orientation, age, ability, and work to foster an appreciation of diversity among clients and colleagues.
- i. are committed to their role as stewards of change, social justice, and best practices in their profession and possess the interpersonal skills and dispositions to work cooperatively with colleagues.
- j. are willing to explore a career in a variety of geographic areas and work settings where counseling services are needed.
- k. are committed to on-going supervision of and consultation about their practice throughout their professional careers.
- l. are committed to and bound by the codes of ethics and standards of practice as put forth by the American Counseling Association and state regulatory agencies.

** Modified from "Portrait of a Teacher" developed by the Admissions and Retention Subcommittee of the Teacher Education Policy Committee, Montclair State University, Upper Montclair, NJ.*

CERTIFICATION PROGRAMS IN COUNSELING

The department continues to emphasize the state certification program for guidance counselors. This state certification requires additional credentials. The Student Personnel Services Certification for guidance counselors requires a teaching certificate and one year of full time teaching experience under certification. Students should consult their graduate advisor for specific certification requirements for this program. Courses are also available for persons seeking certification as Director of Pupil Personnel Services and for individuals interested in completing all academic requirements for certification in alcoholism counseling (CADC), Substance Awareness Coordinator Certification (SAC), National Board Counseling Certification, and New Jersey State Professional Counselor Licensure (LPC).

REQUIREMENTS FOR
THE MASTER OF ARTS DEGREE IN COUNSELING,
HUMAN SERVICES AND GUIDANCE

	Semester Hours
I. Core Courses	12
Core courses are to be completed within the first four semesters.	
COUN 559 Dynamics of Group Process	3
COUN 577 Counseling Theories	3
COUN 588 Techniques of Interviewing and Counseling	3
ELRS 503 Methods of Research	3
II. Required Courses	30
Required courses will be determined with the advisement of the program coordinator.	
(a) Human Services which permit such areas of specialization as:	
Individual Counseling	
Counseling the Family	
Group Counseling	
Human Resources and Organizational Development	
Counseling in Higher Education	
Addiction Counseling	
(b) State Certification Program in Guidance and Counseling	
(c) Eligibility for State Certification as Substance Awareness Coordinator (SAC)	
(d) Addiction Studies (CADC) and Substance Awareness Eligibility (SAC)	
(e) Certified Prevention Specialist (CPS)	
III. Fieldwork	6
The fieldwork in each concentration consists of field placements approved by the Fieldwork/Practicum coordinator. A minimum of 300 hours of observation and contact with clients at the field site is required. Seminars will accompany the field experience. Field workcourses are to be taken after the completion of a minimum of 21 credits have been completed in the program	
IV. Comprehensive Examination or Thesis	
Nearing completion of the program, the student will register for the comprehensive examination given in the Fall or the Spring. Students selecting the thesis option should register for COUN 650 Research Seminar and Thesis Writing.	

Minimum Semester Hours: 48

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION

(For school personnel)

Three years of successful teaching experience under certification are required for certification as Supervisor or Administrator. The program for principals is designed to meet the requirements enacted by the New Jersey Department of Education as of October 1, 1988.

PROGRAM REQUIREMENTS

	Semester Hours
I. Core Courses	12
COUN 559 Dynamics of Group Process	3
ELAD 510 Educational Administration	3
ELAD 521 Education Law	3
ELRS 503 Methods of Research	3
II. Required Courses	9
CURR 530 Principles of Curriculum Development	3
ELAD 520 Systems Analysis	3
ELAD 540 Supervision I	3
III. Elective Courses (Select one)	3
CURR 534 Strategies for Curriculum Change	3
EDFD 540 Social Forces and Education	3
EDFD 548 Crucial Issues in American Education	3
EDFD 550 Critical Thinking and Learning	3
ELRS 580 Learning: Process and Measurement	3
PSYC 563 Theories of Learning	3
IV. Specialization Courses	21
ELAD 512 Administration of Elementary Schools	3
OR	
ELAD 513 Secondary School Administration	3
ELAD 522 Use of Computers in Educational Administration	3
ELAD 526 School Business Administration	3
ELAD 543 The Clinical Supervisor	3
ELAD 621 School Plant Planning	3
ELAD 622 School Finance	3
ELAD 643 Staff Personnel Administration and Supervision	3
Electives to be selected after consultation with the advisor, and listed in the Master of Arts work program. They may be selected after consultation with the advisor, and listed in the requirements. Certain courses outside the School may be selected.	
VI. Field Experience	3
ELAD 615 Supervised Field Experience in Administration and Supervision	3
VII. Comprehensive Examination	

Minimum semester hours: 48

REQUIREMENTS FOR THE MASTER OF ARTS
 DEGREE IN ADMINISTRATION AND SUPERVISION-
 CONCENTRATION FOR EDUCATOR/TRAINER

(Training Personnel)

This program provides solid scholastic foundations with close observation of the applications and implementation of theoretical principles. Graduates will serve as supervisors of trainers in corporate management, basic skill training in industry, civil service training, library/museums, health services, banks, research project management, and human resource management. Graduates of this program will learn to:

1. Develop a personal philosophy of organizational training consistent with the related theories of adult learning and human development.
2. Develop effective leadership skills in educational training programs.
3. Analyze organizations and plan programs and strategies for increased effectiveness.
4. Develop techniques for interpersonal and group problem solving and decision-making.
5. Develop skills in managing change and conflict.
6. Interpret research findings and design and implement research techniques to their organizational needs.

PROGRAM REQUIREMENTS

		Semester Hours
I.	Core Courses	12
	COUN 559 Dynamics of Group Process	3
	ELAD 509 Administration of Education and Training Programs	3
	ELAD 542 Supervisory Skills for Education and Training Personnel	3
	ELRS 503 Methods of Research	3
II.	Required Courses	9
	ELAD 531 Program Planning and Development	3
	Approved Psychology Course	3
	Graduate Course in Testing or Approved Elective	3
III.	Specialization Courses	15
	ELAD 628 Field Experience or Internship	3 or 6
	Electives in major field approved by advisor	12 or 9
IV.	Comprehensive Examination	

Minimum Semester Hours: 36

Final action on full matriculation is based on requirements of the Office of Graduate Studies, the Department and any special individual requirements assigned to the student by the department's advisor/program coordinator.

COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

Course Descriptions

	Semester Hours
COUN 550 ADVANCED PROCEDURES IN GROUP COUNSELING	3
This is an advanced course for students who have demonstrated an interest in and an aptitude for the group process through the successful completion of COUN 559 <i>Dynamics of Group Process</i> . This course combines theory with experience. It focuses on the examination of systematic approaches for the understanding of leadership in group counseling. Each student must make available the hours of 5:00-9:30 p.m. on the night the course is offered.	
<i>Prerequisite: COUN 559.</i>	
COUN 557 TECHNIQUES AND EXERCISES IN GROUP DYNAMICS	3
A structured experiential course: participating in and evaluating activities and exercises of individuals who work with small groups. Students will modify old designs and create new ones as they compile their own ideas, forms and exercises.	
<i>Prerequisite: COUN 559.</i>	
COUN 558 CONSULTATION IN ORGANIZATIONAL DEVELOPMENT	3
A laboratory based course which focuses on the role of the organizational consultant. Emphasis on planning, providing help and evaluating activities. Diagnostic and behavioral skills to aid individuals and groups within organizations will be developed. Designed for those considering consultation work in business, industry, government, penology, education and community organizations.	
<i>Prerequisite: COUN 559.</i>	
COUN 559 DYNAMICS OF GROUP PROCESS	1 - 3
A laboratory-based course for the development of group skills and understandings. Focus is on experimental learning and personal growth. Readings in human interaction theory will be related to actual group participation.	
COUN 560 MEDICAL PROBLEMS IN EDUCATION	3
In this course the role of the educator is studied in relation to the following subject areas: childhood, chronic and contagious diseases, nutritional problems, narcotics and psycho-socio-medical pathologies. The impact of health problems on the family, school and community is emphasized throughout. Required for certification in school social work.	
COUN 561 MARITAL AND FAMILY THERAPY	3
This course focuses on the core concepts fundamental to an understanding of marital and family therapy. Emphasis is on a frame of reference for family therapy strategies and review of current research on family process and treatment. Course is intended for practitioners in the helping professions, including social workers, counselors, ministers, probation and parole officers, addiction counselors.	

COUN 562 SOCIAL CASE WORK I**3**

This course examines the theory and practice of social casework. Focus is on developing casework techniques in interviewing, diagnostic skills and intervention modalities. Utilizing case studies from school settings and social agencies, critical examination of major casework methods are undertaken in terms of diagnosis and functioning and intervention appropriate for the social treatment of a client – child or adult. Emphasis is on school social work, the child study team, the broad range of learning and behavioral problems, the appropriate use of casework help, the relationship between theory and practice and developing beginning skills in transferring and using knowledge appropriate to problem situations in the school and community. Required for certification in school social work.

COUN 563 SOCIAL CASEWORK II**3**

This course entails critical examination of major social work methods in diagnosis, social functioning and relevant intervention techniques appropriate for the social treatment of individuals. Required for certification in school social work.

COUN 566 GROUP LEADERSHIP**3**

Training for group workers to sharpen diagnostic and behavioral skills. Students will join an ongoing task centered group either as a member or its leader and will make a problem diagnosis, procedural plan and a method of evaluation. In-progress and final reports will be discussed.

Prerequisite: COUN 559.

COUN 568 THEORIES OF CONSULTATION**3**

Problems and current practices in small group interaction, social restructuring and cultural encounter. Survey of literature on the influence of interaction on small group behaviors, learning theories, leadership, decision making, social reconstruction, value conflict and perception of self and others.

COUN 570 COUNSELING ADULTS**3**

This course is designed to identify the special needs of adults as they seek counseling. Special attention is given to the counseling needs of college students, adults returning to academic environs, women, minority groups, the handicapped, and other adults with special needs. Case studies, field visits, and supervised practice will be basic techniques employed.

Prerequisite: COUN 577.

COUN 571 PEER COUNSELING**3**

An advanced course dealing with the concept and experience of peer counseling. The development, organization, implementation, and evaluation of peer counseling programs and activities. This course involves lectures, seminars, and laboratory experiences. In laboratory, students counsel each other. In seminar, they evaluate their peer counseling activities.

Prerequisites: COUN 559 and 577.

COUN 572 SELF-CRITIQUING FOR IMPROVED 3

COUNSELING COMPETENCE

Presentation of a theory and system for improving one-to-one counseling through a process of self-critiquing tape recorded interviews of counseling sessions conducted by course participants. Specific counseling behaviors are identified and examined and strategies are developed leading to the attainment of individual behavioral goals.

Prerequisite: COUN 588 and a minimum of 18 graduate credits in counseling.

COUN 574 COUNSELING IN AN INDUSTRIAL SETTING: 3

EMPLOYEE ASSISTANCE PROGRAM (EAP)

Course focuses on counseling in the industrial/business environment; emphasis is on a frame of reference for intervention, assessment, diagnosis, treatment and referral. Reviews the history of employee assistance programs, discusses conceptual models, strategies and tactics of counselor intervention, clarifies other important issues related to organizational and employee needs. Differences between using resources in the work place and community agencies are explored..

COUN 576 ACTION METHODS IN COUNSELING 3

Course is designed to provide an opportunity for students to experience and to develop facility with counseling methods which will enable their clients to explore the roles that they play in their daily lives and to find new and more effective ways of expressing these roles. Through the use of action-oriented techniques, students will increase their spontaneity and will be freer to unfetter creativity in others.

COUN 577 COUNSELING THEORIES 3

Entails a comprehensive study of the major schools of thought in psychotherapies, existentialism, Rogerian psychology, rational therapy, behavioral therapy, and psychoanalysis, among others, are studied in the context of social work, counseling, and psychological practice. Emphasis is in helping prospective human service professionals in recognizing that different theories are effective not because of their unique elements, but because in practice they include the basic common elements of all theories.

COUN 581 COMMUNITY RESOURCES 3

This course deals with the various agencies, industries and institutions available in the surrounding communities for use in guiding and referring clients. In addition to becoming familiar with the location and nature of these facilities students learn the techniques for arranging client interviews and visits. Class discussion and personal research are supplemented by field trips.

COUN 582 CAREER COUNSELING 3

Covers the principles of career guidance, use of tests and interest inventories in career guidance, sources and usage of career information, theories of career development, counseling on how to find and hold a job, and placement activities. Also includes an introduction to career education. Students will visit industries and post-secondary training. Cross listed with Technology, ISCE 582.

COUN 583 EDUCATIONAL GUIDANCE 3

This course is concerned with the facilities available for education after high-school graduation, the problem of further training for pupils leaving school before completing high school programs of alternative education, and the academic problems of students while in school. A brief survey of colleges and college admission procedures is made.

COUN 586 ELEMENTARY SCHOOL GUIDANCE SERVICES 3

This course is designed for elementary and middle school teachers and counselors-in-training who are concerned with supportive services related to human growth and life planning as a developmental process for their students. Special attention is given to the identification of problem areas and referral services.

COUN 587 ADMINISTRATION AND SUPERVISION OF GUIDANCE PROGRAMS 3

Developing and administering programs of student registration, theory and techniques of scheduling, and supervisory responsibilities of the director of guidance. Coordinating guidance activities in a multi-school district or agency. Examination of current guidance practices; formation of proposals for improvement in programs where the student is working as a counselor and/or director.

Prerequisite: Certification in Student Personnel Services.

COUN 588 TECHNIQUES OF INTERVIEWING AND COUNSELING 3

Included in this course are techniques applicable to the interviewing and counseling of individuals and small groups. Directive as well as client-centered approaches are utilized. Specific attention is given to techniques such as role-playing, case studies, and audio/video tape feedback.

Prerequisite: COUN 577.

COUN 589 STUDENT SERVICES IN HIGHER EDUCATION 3

The course is a study of the student personnel functions in two-year and four-year colleges. The areas to be included are: personal counseling, financial aid, dormitory management, health programs, student activities and social programs; course selection, job placement, college admission and academic retention, administration and supervision of the program.

COUN 590 COUNSELING THE ALCOHOLIC AND THE SUBSTANCE ABUSER 3

Describes methods of assessment, treatment planning and charting. Explains the defense structure of the substance abuser. Discusses ethical issues and counseling with special populations as well as children and adult children of alcoholics. Demonstrates individual and group counseling skills.

COUN 591 SEMINAR IN ALCOHOLISM AND SUBSTANCE ABUSE COUNSELING 3

Emphasizes family treatment with alcoholism and drug problems and typical effects on spouse and children. Screening, assessment, diagnosis and treatment management are explored. Crisis intervention, relapse prevention, ethical issues and special populations are discussed.

COUN 595 MULTICULTURAL COUNSELING 3

Students will examine the concept of culture; consider their own values; analyze American middle class norms and their relationship to the counseling profession; and study diverse multicultural viewpoints with a close look at certain specific populations. The perspective will be one of sociology/anthropology joined to the psychological/counseling approach.

**COUN 640 THE MENTALLY IMPAIRED AND
CHEMICALLY ADDICTED CLIENT**

3

Provides concentrated study of a difficult substance abuse treatment population. Emphasized major theoretical issues drawn from recent research and clinical developments; includes consideration of assessment, treatment and after care perspectives, utilizing current approaches and specific techniques.

**COUN 641 CLINICAL SUPERVISION AND TRAINING IN ALCOHOL
AND DRUG COUNSELING**

3

Clinical supervision and training in alcohol and drug abuse counseling closely reviews the fundamentals of supervising the training that counseling interns receive in both individual and small group situations. Analyzing supervision and training issues, content and form of supervisory interactions, eliciting excellence from each candidate, ethics, modeling counseling behavior, successfully working through administrative hierarchies and organizational theory are some of the significant areas that will be explored in-depth.

Prerequisites: COUN 450, and 454, and 590, and 640.

COUN 650 RESEARCH SEMINAR AND THESIS WRITING

3

This course may be substituted for the Comprehensive Exam. It is available on a year-long basis, with an Incomplete granted at the end of the first semester to allow students the full year stipulated to complete a thesis. Students must follow the MSU Thesis Guidelines which may be obtained from the Graduate Studies Office and consult their departmental advisor before beginning this process.

COUN 652 COUNSELING THE FAMILY

3

Study of the theory and dynamics of family therapy. Leading proponents of different schools and current practice in the field will be discussed. Techniques will be illustrated to clarify concepts. Developmental stages of child, adolescent, adult and family will be addressed.

Prerequisite: COUN 588.

COUN 653 SELECTED TOPICS IN COUNSELING

3

This course provides counseling professionals in public, private and nonprofit settings with knowledge about current issues, developments and trends affecting their work and organizations. It will examine strategies to improve professional effectiveness and delivery of services in the face of significant changes impacting the practice of counseling.

COUN 654 SUPERVISED FIELD WORK IN COUNSELING

3

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

Prerequisites: 21 semester hours in master's degree program in counseling.

**COUN 660 SELECTED PROBLEMS IN COUNSELING HANDICAPPED
PERSONS**

3

This course presents an overview of prevailing laws, attitudes, issues and practices related to the special needs of handicapped persons. Attention is given to: 1) identification and understanding of the handicapped; 2) federal and New Jersey state legislation and supportive programs; 3) life/career counseling as particularly relevant to handicapped persons of all ages; 4) issues and trends in meeting the special needs of the handicapped.

Prerequisites: COUN 588.

COUN 661 GROUP DEVELOPMENT LABORATORY I 3

Seminar experiences as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and the effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

Prerequisites: COUN 559.

COUN 663 GROUP LABORATORY DESIGN 3

This course will focus on the translation of client needs into designs for programs of experiential and cognitive learning opportunities. Students will study models of programs which have been used for colleges, schools, businesses, and other organizations. They will then discuss the theoretical aspects involved and participate in the planning, carrying out, and evaluation of current laboratories, workshops, and conferences.

Prerequisite: COUN 559.

COUN 664 INDEPENDENT STUDY 1 - 3

An opportunity to study in depth areas of human services which are not offered in the regular curriculum, under the direction of department faculty member. Semester hours determined by the department chair following consultation with departmental research committee. Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved course or seminar related to the student's special area of interest.

Prerequisite: Departmental approval.

COUN 665 ECOTHERAPY: APPLIED ECOPSYCHOLOGY 3

This course examines how an emergent approach to therapy and counseling seeks to expand the concepts of self and health to include biosphere. Students will explore and evaluate the effects of human perceptions, attitudes and behavior in relation to the natural world. Students will also learn skills and techniques that heal the human psyche within a paradigm that respects and nurtures the environment.

COUN 666 ETHICAL AND LEGAL ISSUES IN COUNSELING 3

This course will include a study of ethical theory in relation to legal and moral issues in counseling. Conflicts and value problems will be looked at. Ethical principles and specific cases facing counselor will be included. Specific problems in thinking and counseling strategies as well as marketing of services and conduct of individual counselors will be studied.

Prerequisite: COUN 588.

COUN 671 THE USE OF SELF-HELP PROCEDURES IN COUNSELING 3

This course provides students with the opportunity to review, in a laboratory setting, the vast array of self-help materials and procedures available to the general public. Through experiential application, students will become familiar with step-by-step procedures, appropriate application and evaluation of self-help materials in the counseling process.

Prerequisite: COUN 588.

COUN 672 COUNSELING THE AGING 3

This course deals with the long-range preventive counseling and crisis intervention in critical stages of the aging process. Covered are such topics as: job change, economic upheaval, sexuality, changing family structure, chronic illness, death and dying.

Prerequisite: COUN 588.

COUN 673 COUNSELING FOR SEX EQUALITY**3**

This course is designed to help students become more aware of the overt and more subtle aspects of sex inequality in our culture; the need for individual and group counseling strategies to overcome sex bias; and the development of counseling skills needed to implement these strategies.

Prerequisite: COUN 588.

COUN 674 SUPERVISED FIELDWORK IN COUNSELING II**3**

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

Prerequisites: 21 semester hours of graduate course work in counseling.

ELAD 509 ADMINISTRATION OF EDUCATION AND TRAINING PROGRAMS**3**

This course prepares the present or prospective administrator to manage an education or training program in a nonschool setting. Administrative theory, organizational functions, personnel and staff requirements as well as program design and development will be examined and studied. The course is designed for the educational administrator in both public and nonpublic agencies as well as in profit-making or nonprofit organizations.

Prerequisite: One and one-half years of work experience.

ELAD 510 EDUCATIONAL ADMINISTRATION I**3**

Nature and dynamics of organizations from the viewpoints of social and behavioral sciences. Leadership, decision-making, conflict resolution and other theories considered in the educational setting. Impact of environmental and personal forces on organizational behavior.

Prerequisite: One and one-half years of successful teaching under certification.

ELAD 512 ADMINISTRATION OF ELEMENTARY SCHOOLS**3**

Educational leadership required for effective elementary school organization and administration. Changing role of the principal, relationships with staff and students and current principles, practices and techniques with regard to scheduling, staff utilization, plant operation, student activities and school community relations.

Prerequisite: ELAD 510

ELAD 513 SECONDARY SCHOOL ADMINISTRATION**3**

Special administration problems of the junior and senior high school. Recruitment of staff; scheduling of teachers, organization and school morale, and recent experiments of organizational structure. Supervision of instruction as a major function of administration. Current demands of adults in the community. How the secondary school operates in relation to the elementary school and higher education to help design education as a continuous process. Students write a paper on special administrative problems.

Prerequisite: ELAD 510.

ELAD 520 SYSTEMS ANALYSIS IN EDUCATION AND TRAINING**3**

Latest techniques in operations research for educational purposes. Systems analysis techniques studied and utilized by student in an instructional, curriculum or administrative mode. Simulation techniques in classroom-oriented activities.

ELAD 521 EDUCATION LAW 3

Legal-theory, practical politics, relationship of school district organization to other units of government, appellate function of the state Commissioner of Education and the state Board of Education, New Jersey school laws (Title 18A of the revised statutes) and rules and regulation of the state Board of Education and their decisions. New Jersey school legal structure compared with that of other states.

ELAD 522 USE OF COMPUTERS IN EDUCATIONAL ADMINISTRATION 3

This introductory course provides for the school administrator an overview of the computer, its development and applications in education, and the nature of the computer operational requirements in an educational organization. Also included will be the elements of an educational management information system (EMIS), computer staff supervision, and use of computers in such areas as testing, record keeping, attendance and report preparation.

Prerequisite: ELAD 510.

ELAD 526 SCHOOL BUSINESS ADMINISTRATION 3

Role of school business administration in the public school. Various functions, structures and techniques of operation. Simulation techniques utilized to construct both a traditional and PPBS budget.

Prerequisite: ELAD 510 and 521.

ELAD 528 FINANCIAL MANAGEMENT FOR EDUCATION/TRAINING PERSONNEL 3

This course provides an introduction to budgets systems, financial management, general accounting procedures, and the process of reporting for training personnel. Also included will be discussions of the development of financial reports related to training, as well as experience in the use of cost-benefit analysis techniques. Financial terminology will be included in the overall course development.

ELAD 531 PROGRAM PLANNING AND DEVELOPMENT 3

This course provides education and training personnel with experience in the principles and techniques of designing training programs in the organizational setting. Special attention will be placed on organizational needs analysis and program development in skills areas and staff development. Students will design a total program and individual lessons for education and training efforts in a variety of simulated settings.

Prerequisite: One and one-half years of work experience.

ELAD 540 SUPERVISION I 3

School personnel as principals, coordinators and department and subject area supervisors in elementary and secondary schools. Contribution of supervisors in instruction and in supporting the professional work of classroom teachers.

ELAD 542 SUPERVISORY SKILLS FOR EDUCATION AND TRAINING PERSONNEL 3

This course provides the present and prospective education and training supervisor in a public or nonpublic, profit or nonprofit setting with instruction in course/program assessment, personnel selection procedures, staff evaluation processes, and material/equipment procurement. Also included is training manual development and use.

ELAD 543 THE CLINICAL SUPERVISOR 3

Role of the supervisor in implementing clinical supervisory practices. Simulation techniques utilized to develop observation and conference techniques as well as the development of professional improvement plans.

Prerequisites: ELAD 540.

ELAD 545 LEADERSHIP SKILLS IN COMMUNICATION 3
FOR THE EDUCATOR/TRAINER

This course provides experience in basic leadership skills for the educator/trainer: communication skills, report writing skills, listening skills, and presentation skills. Students will prepare actual reports, presentations, and reactions, verbal and/or written, to problem situations. Audio and video taping of individual skills presentation of simulated situations will be an important component of the course. Increasing training and supervisory effectiveness through the improvement of communication skills will be the major focus of this course.

ELAD 549 ETHICAL AND LEGAL ISSUES FOR 3
EDUCATION AND TRAINING PERSONNEL

This course provides the educator/trainer in a business setting with a theoretical and practical base in examining and analyzing ethical problems and legal aspects of training and development. Such topics as affirmative action, access to training programs, copyright laws, and employee discipline will be explained and discussed.

ELAD 550 COMPUTER APPLICATIONS FOR 3
COUNSELORS AND TRAINERS

Course provides instruction in computers and software for both personal and program use in such professional fields as counseling, training, and supervision. Emphasis will be placed on individual skills and knowledge of the computer, data processing, and information analysis. Further study will include record keeping, program applications, and software analysis in such areas as therapeutic learning programs, career awareness and development, computer-based training, and staff evaluation reporting.

ELAD 560 WORKSHOP SEMINAR IN HIGHER EDUCATION 3

Overview of structure and functioning. History, philosophy, sociology and politics of the college as a unique and dynamic institution in American society: Educational opportunity and the organization of higher education; open admissions; status, trends and implication; minority group youth in higher education; student initiatives for reform; faculty governance; etc.

ELAD 615 SUPERVISED FIELD EXPERIENCE IN 3 - 6
ADMINISTRATION AND SUPERVISION

Students are assigned work within an educational agency, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the administrator. A written report on the activity or research paper will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

Prerequisite: Departmental approval.

ELAD 616 INTERNSHIP IN EDUCATIONAL ADMINISTRATION 6

Full semester assignment of guided work within an educational institution's administrative office. Sixth year students are eligible to choose this internship plan, but it is advised that arrangements be made for released time, at least one half time, if the internship is to be carried on in an institution where student is employed. The experience is planned to include a wide variety of administrative experiences such as locating and interviewing candidates for position, scheduling, in-service professional development, special committee leadership, projects that influence curriculum building arrangements and budgets. The sixth year student may be required to take ELAD 610 or 611 for three additional semester hours during this internship. In all cases, students will complete the research project as a part of the internship assignment.

Prerequisite: Departmental approval.

ELAD 618 INDEPENDENT STUDY IN EDUCATIONAL ADMINISTRATION AND SUPERVISION 1 - 3

Individual pursuit of a research topic in the area of administration or supervision, culminating in a written document of scholarly proportion and integrity. Arrangements for this course should be made with department chairperson or advisor.

Prerequisite: Departmental approval.

ELAD 621 SCHOOL PLANT PLANNING 3

The relationship between educational facilities and educational programs. Site selection, development of educational specifications, the physical environment, selection of equipment, programming of various facilities based on curricula and community needs. Group visits to exemplary educational facilities.

Prerequisite: ELAD 510 and 521.

ELAD 622 SCHOOL FINANCE 3

Current economic environment; state, local and federal taxation; state school aid theory and practice; school district indebtedness; statutory school budget and fiscal controls; various cost-quality instruments and role of school fiscal structure in relation to local, state and federal governments.

Prerequisite: ELAD 510 and 521.

ELAD 628 FIELD EXPERIENCE IN ADMINISTRATION AND SUPERVISION FOR EDUCATORS/TRAINERS 3 OR 6

Students are assigned to a particular office, under guidance of a supervisor, to carry out certain functions of the position. A college staff member acts as coordinator and supervisor by visiting site and consulting with student, observing him in action; plans with site supervisor for improvement and evaluation of student's work. This course may be taken for 3 or 6 credits.

Prerequisite: Departmental approval.

ELAD 643 STAFF PERSONNEL ADMINISTRATION AND SUPERVISION 3

Personnel practices and problems in current school situations. Roles of policy-making bodies, the public, professionals, paraprofessionals and general staff in recruitment, selection, retention and evaluation of staff.

Prerequisites: ELAD 521 and 540.

ELAD 660 FIELD EXPERIENCE IN THE HUMAN RESOURCES, 1 OR 3
PART I

The field experience provides significant opportunities in an organization to synthesize and apply the knowledge gained in coursework. In addition, students will have the opportunity to practice and develop skills in the area of human resource development, organizations development, consultations, counseling, communications, human relations, and evaluation. In particular, students will focus on critical thinking, leadership, and ethical issues. May be taken for 3 or 6 credits.

ELAD 661 FIELD EXPERIENCE IN THE HUMAN RESOURCES, 1 OR 3
PART II

The field experience provides significant opportunities in an organization to synthesize and apply the knowledge gained in coursework. In addition, students will have the opportunity to practice and develop skills in the area of human resource development, organizations development, consultations, counseling, communications, human relations, and evaluation. In particular, students will focus on critical thinking, leadership, and ethical issues. May be taken for 3 or 6 credits.

ELAD 670 SELECTED TOPICS IN EDUCATIONAL 1 - 3
ADMINISTRATION/SUPERVISION

Emphasis on in-service education for practicing administrators and/or supervisors. Topics will vary in accordance with needs, concerns, or requests of school districts or professional organizations desiring service. Current problems are given priority. Credits to be dependent upon number of hours workshops and/or seminars are in session.

Prerequisite: Departmental approval.

CURRICULUM AND TEACHING

Chairperson: Dr. Richard A. Wolfson

MASTER OF ARTS IN TEACHING (MAT)

MAT Coordinator: Dr. Wandalyn Enix

Graduate Advisors MAT: Dr. Jennifer Robinson

Dr. Adrienne Santola

Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (MAT) and a teaching certificate simultaneously.

The regular program is open to students who wish to teach one of the following subjects in K-12 schools: fine arts, business education (bookkeeping and accounting, general business education), English, foreign languages (French, Spanish), home economics, industrial arts/technology education, mathematics, music, health and/or physical education, science, social sciences, TESL (Teaching of English as a Second Language), or teacher of the handicapped. Students may also pursue elementary/early childhood education, or special education ("teacher of the handicapped" certification).

As part of the application process, a candidate's academic background in the subject he or she wishes to teach will be assessed by faculty. Further undergraduate course work in that subject may be required, in addition to the M.A.T. degree requirements listed below. If required, these courses may be taken concurrently with other program requirements, but must be completed prior to student teaching. As a general rule, M.A.T. candidates who are assessed to have strong academic backgrounds in the subjects they wish to teach may have little or no additional undergraduate course work to compete. (An example would be a candidate who possesses a degree in mathematics who wishes to teach mathematics.) However, all M.A.T. candidates in the elementary education program should expect to complete up to 21 semester hours of additional course work in family and child studies. Those pursuing special education must complete approximately 9 additional semester hours in that teaching field. M.A.T. candidates who wish TESL (Teacher of English as a Second Language) must also satisfy the requirements for a linguistics major, which may add 36 semester hours to their programs.

Upon successful completion of the program, the student will be recommended to the New Jersey Department of Education for a teaching certificate. Students interested in teaching elsewhere should seek information from the appropriate state authorities; requirements are generally similar.

Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed undergraduate or post-baccalaureate teacher certification programs must successfully complete an induction program of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey teaching certificate. Exempted from this requirement are persons who already possess a New Jersey standard certificate and are seeking an additional New Jersey certificate as well as those who are recommended for certification as Teacher of the Handicapped. Persons recommended by the University for certification who have passed the appropriate Praxis examination, will receive a Certificate of Eligibility With Advanced Standing which authorizes the holder

to seek and accept offers of employment in New Jersey schools and in other states. The certificate is valid for the lifetime of its holder.

Note: Certification requirements are subject to change (see Teacher Education Programs in this catalog).

ADMISSION REQUIREMENTS

Candidates for admission to the MAT program must file an Application for Graduate / Post Baccalaureate Admission to the Graduate School, including all supporting materials by February 15 to be considered for Summer/Fall admission or by September 15 for Spring admission. An undergraduate grade point average (GPA) of at least 2.70 overall, and in the teaching field is required, along with qualifying scores on the general Graduate Record Exam. A higher gpa in the teaching field may be required by some departments. In addition to transcripts and GRE scores, two recommendations from school or college faculty, or administrators, must be submitted. It is expected that students will be able to demonstrate proficiency in the use of the English language.

After the application deadline, candidates will be notified about the next step in the application process, which may include interviews (with a departmental faculty advisor and/or admission committee), writing samples, and portfolio review or audition (the latter applies to art and music candidates).

Students who are accepted to the MAT program will be assigned to faculty advisors whom students should consult each semester. Since students' backgrounds differ, they should not take courses without advisement. The course of study listed below is generic and may differ in detail for individual students.

General questions about the MAT program should be directed to **Mrs. Anne Baldinger, Director, Teacher Education Admission, (973) 655-4139.**

Program Goals and Admission Criteria

In selecting students for the MAT program, Montclair State University uses criteria which are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our Program to possess. "The Portrait of a Teacher" outlined below is a model toward which students in the Program strive. In making decisions on acceptance to the Program, faculty consider such criteria as GPA, knowledge of content of major area of study, commitment to teaching and its varied responsibilities, and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will achieve the goals inherent in the "Portrait of a Teacher".

Portrait of a Teacher:

The Montclair State University community is committed to the continuing development of teachers who exemplify the character, dispositions and habits of mind reflected in this portrait. They:

- a. continue to inquire into the nature of teaching and learning and reflect upon their own professional practice.
- b. believe in the educability of all children and seek to ensure equal learning opportunities for every student.
- c. possess the literacy, critical thinking and technology abilities associated with the concept of an educated person and are committed to lifelong learning. They speak and write English fluently and communicate clearly.
- d. have content knowledge which includes a strong sense of the concepts, purposes and intellectual processes associated with the discipline they will teach.
- e. understand the effects of human development on the learning of children, adolescents and adults and are committed to providing a nurturing and caring environment for all students.
- f. possess the skills and dispositions necessary to establish a classroom environment that stimulates critical thinking and inquiry.
- g. understand principles of democracy and plan instruction to promote critical reflection on the ideals, values and practices of democratic citizenship.
- h. understand and are committed to the moral, ethical and enculturating responsibilities of those who work in the school.
- i. model respect for individual differences and an appreciation of the basic worth of each individual. They plan instruction and assessment with sensitivity to issues of class, gender, race, ethnicity, sexual orientation, age and special needs, and work to foster an appreciation of diversity among students and co-workers.
- j. are committed to their role as a stewards of renewal and best practice in the schools and they possess the interpersonal skills and dispositions to work cooperatively and collaboratively with colleagues.
- k. are willing to explore a career in a variety of settings-urban, suburban and rural.

Criteria for Retention in Program

Students who are accepted to the Program are evaluated periodically. They should review the *Teacher Education Handbook* to determine criteria used to determine eligibility for student teaching and the University's recommendation for certification. By New Jersey Department of Education regulation, teacher education students in most certification areas must pass the appropriate PRAXIS II Examination. Consult the bulletin board outside Chapin 103 to determine which test you must take.

MASTER OF ARTS IN TEACHING (MAT) DEGREE REQUIREMENTS

Prerequisites: A course in psychology, fulfillment of all requirements stipulated by the teaching field department, and an academic background of at least 60 semester hours of general education, distributed among the arts, humanities, math, science, technology, and the social sciences. Unfulfilled prerequisites will be listed on the student's official work program and are considered requirements for the degree. A memorandum from the departmental teacher education advisor of the teaching field must be submitted, listing major (teaching-field) course work necessary for certification and/or the M.A.T. degree.

M.A.T. PROGRAM

(Normal Minimum 47 semester hours)

		Semester Hours
I.	Course work in Professional Education required for certification:	
	CURR 599 Curricular and Social Dynamics of Schooling	3
	EDFD 520 Development of Educational Thought	3
	A course in teaching reading	3
	A course in teaching critical thinking	3
	Major department methods course	3-4
	CURR 500 Fieldwork in Education	2
	Professional Semester:	
	CURR 502 Graduate Seminar in Professional Education	1
	CURR 511 Supervised Graduate Student Teaching or	
	CURR 514, 515 In-Service Supervised Graduate Teaching I and II	8
	CURR 528 Teaching for Learning	3
	Departmental (major) Seminar (if required)	1
Total Semester Hours:		29-31
II.	Courses in the Teaching Field or Related Fields:	
	Advanced Educational Psychology and a Human/Intercultural Relations course must be included if not fulfilled elsewhere and must be taken prior to the Professional Semester. At least 6 semester hours of graduate courses in the teaching field (major) are required.	
Total Semester Hours:		12
III.	Additional Courses in Professional Education:	
	(May be taken after certification)	
	CURR 522 Innovations in Teaching	3
	ELRS 503 Methods of Research	3
Total Semester Hours:		6
If the student has essentially achieved the objectives of part of the program, that portion of the requirements may be waived upon (1) recommendation of the MAT advisor and (2)		

review and approval by the Dean of the College of Education and Human Services. However, the number of graduate credits may not be reduced below 32, and other requirements of the University and Teacher Certification Program still apply.

MASTER OF ARTS IN TEACHING, CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

Director of the Institute for the Advancement

of Philosophy for Children (IAPC): Dr. Matthew Lipman

Director of IAPC Graduate Programs,

Graduate Advisor: Dr. Ann Margaret Sharp

The master's program in teaching middle school philosophy is designed for candidates who have a liberal arts degree or its equivalent. In view of the growing awareness of the importance of reasoning to the educational process, and in view of the high regard in which the philosophy for children program has come to be held by educators internationally, proficiency in teaching children philosophy, as attested by this degree, will strongly recommend such individuals to elementary and secondary schools seeking teachers with proficiency in improving students' cognitive skills.

Students attend four semesters of which the first and final are summer residential sessions held off campus in a community setting. Students take 36 credits in philosophy for children, educational psychology, and sociological theory. An additional ten credits enables the student to acquire actual classroom experience teaching philosophy to children under supervision in local public schools and to analyze their teaching experience under the guidance of the professional staff.

Since the inception of this program in 1981, candidates from many foreign nations have participated in addition to students from various parts of the United States. Many of these students already held a master's degree in Philosophy before entering into this program. Among those who successfully complete the program, some will become Philosophy for Children coordinators in school districts and some will become classroom teachers. Other students may go on to doctoral programs at various universities including the Ed.D. in Pedagogy with a specialization in Philosophy for Children at Montclair State University. This specialization is described under Pedagogy (Ed.D.).

Certification

Candidates may, if they choose, opt for K-12 certification in a discipline other than philosophy since philosophy is not a certifiable discipline in most states. Before beginning the degree program, the student who chooses this option should identify the discipline in which certification is to be requested upon consultation with the graduate advisor. It is the student's responsibility to contact the departmental certification advisor in that discipline to determine which courses the student will need to take in addition to the 46 graduate-credit program in teaching middle school philosophy. There is no reason why these courses could not be taken in advance of the student's residence at Montclair State. The student will also be responsible for designing a work program with the director of the IAPC graduate programs, which will secure the approval of the certifying officer of the University, the Dean of the College of Education and Human Services.

Admission Requirements

Students should have a strong background in the liberal arts, with at least 15 undergraduate credits in traditional philosophy and 6 credits in psychology. Courses in the history of philosophy and logic are particularly desirable. Also required are an overall average of 3.00 in undergraduate work, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

Examinations

All candidates for the degree must pass the IAPC comprehensive examination given each year at the end of the summer terminal session. Application for this examination must be made in writing to the Graduate School by March 1st of the year in which the examination is to be taken. Candidates are examined in the teaching of reasoning, inquiry and concept formation skills, and in the relationship between the history of ideas and philosophy for children.

REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING, CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

			Semester Hours
Summer (one month off-campus residential session)			
	PHLC 508	Teaching Philosophical Reasoning I	2
	PHLC 509	Teaching Philosophical Reasoning II	2
Fall			
	CURR 400	Teacher, School and Society	3
	CURR 500	Fieldwork in Education	1
	CURR 514	In-service Supervised Graduate Student Teaching I	4
	CURR 521	Seminar: Problems of a Classroom Teacher	1
	EDFD 521	Contemporary Educational Thought	3
	PHLC 511	Teaching Philosophical Reasoning III	3
	PHLC 512	Value Inquiry	3
Spring			
	CURR 515	In-service Supervised Graduate Student Teaching II	4
	EDFD 581	Critical Thinking, Community and Self	3
	PHLC 513	Social Inquiry	3
	PSYC 560	Advanced Educational Psychology	3
	SOCI 560	Sociological Theory	3
Summer (one month, off-campus residential session)			
	PHLC 614	Scientific Reasoning	2
	PHLC 615	Foundations of Philosophy for Children	2
COMPREHENSIVE EXAMINATION			

Total semester hours: 42

MASTER OF EDUCATION (M. Ed.) AN INTERDISCIPLINARY DEGREE FOR CLASSROOM TEACHERS

M.Ed Administrator and Coordinator: Dr. Catherine Becker

Graduate Advisor: Dr. Catherine Becker

The Master of Education degree housed in the department of Curriculum and Teaching is designed to provide teachers with the knowledge, skills and competencies that will improve their performance in the classroom while broadening their awareness of professional issues and concerns. It is a program that is consciously designed for the classroom teacher, who is a mature student. The program focuses on the study of curriculum, pedagogy, and institutional forces that inhibit and facilitate teachers' becoming stewards of school change.

Admission Requirements

Admission to the program is limited to active, certified teachers. Students must demonstrate required Graduate Record Examination (GRE) or Miller Analogies Test scores and a basic undergraduate grade point average of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate they are capable of completing the program. Matriculation is a two-step process. Students must demonstrate a "B" or better average in Phase I coursework for full matriculation. Persons interested in the program may secure information from Dr. Catherine Becker, Chapin Hall, Room 215.

REQUIREMENTS FOR THE M.Ed. DEGREE

	Semester Hours
PHASE I (9 semester hours)	
CURR 530 Principles of Curriculum Development	3
EDFD 520 Development of Educational Thought	3
ELRS 580 Learning: Process and Measurement	3
PHASE II (12 semester hours)	
Part A (6 semester hours)	
CURR 534 Strategies for Curriculum Change	3
CURR 551 Problem Solving and Critical Inquiry in Curriculum Development	3
Part B (6 semester hours)	
COUN 559 Dynamics of Group Process	1-3
CURR 522 Innovations in Teaching	3
CURR 523 Education in the Inner City	3
CURR 532 Middle School Curriculum and Organization	3
CURR 537 The Study of Curriculum and Teaching	3
CURR 550 Microcomputers in Curriculum and Classroom Teaching	3
CURR 599 Curricular and Social Dynamics of Schooling	3
EDFD 540 Social Forces and Education	3

PHASE III (6 semester hours)

Graduate Subject/Correlative Electives 6

PHASE IV (9 semester hours)

ELRS 503 Methods of Research 3

CURR 670 Culminating Activity* 4

CURR 650 Transitional Seminar 2

*Satisfies the graduate research/comprehensive examination requirement

TOTAL: 36

MASTER'S DEGREE

Graduate Advisors: Dr. Elaine Fine (Special Education/Learning Disabilities)

Dr. Lucille Weistuch (Early Childhood Special Education)

Graduate students have the opportunity to concentrate in Learning Disabilities or Early Childhood Special Education. The Master's degree, concentration in Early Childhood Special Education offered through the Department of Curriculum and Teaching, College of Education and Human Services, has been approved as meeting the Council for Exceptional Children/National Council for the Accreditation of Teacher Education Specialty Guidelines for special education

ADMISSION REQUIREMENTS*

Learning Disabilities Concentration

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate (e.g., "teacher of the handicapped"). Evidence of one year of successful teaching experience must also be provided.

Early Childhood Special Education Concentration

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate as "teacher of the handicapped."

**Note: Admissions and certification requirements are subject to change. Consult with departmental advisor*

REQUIREMENTS FOR THE MASTER'S DEGREE

Learning Disabilities Concentration

			Semester Hours
I.	Basic Courses		9
	*PSYC 578 Psychological Tests and Measurements		
	or		
	*ELRS 578 Testing and Evaluation	3	
	CS&D 583 Language Disorders of Children		
	or		
	READ 500 Nature of Reading	3	
	*PSYC 563 Theories of Learning		
	or		
	*PSYC 560 Advanced Educational Psychology	3	
II.	Core Courses		9
	*SPED 579 Special Education for Students with Disabilities	3	
	*SPED 595 Medical and Physical Bases of Disabilities		
	or		
	*PSYC 573 Physiological Psychology	3	
	PSYC 564 Psychological Aspects of Disabling Conditions		
	or		
	PSYC 565 Child and Adolescent Psychopathology	3	
III.	Specialization Courses		21
	*SPED 580 Nature and Identification of Learning Problems	3	
	*SPED 581 Evaluation and Planning for Students with Learning Problems	3	
	*SPED 587 Advanced Instructional Techniques for Students with Learning Problems	3	
	SPED 589 Research in Learning Disabilities	3	
	*SPED 590 Practicum: Learning Disabilities Teacher-Consultant	3	
	*SPED 596 Advanced Practicum: Learning Disabilities Teacher-Consultant	3	
	SPED 668 Consultation Methods in Psychoeducational Settings		
	or		
	PSYC 668 Consultation Methods in Psychoeducational Settings	3	

Total: minimum of 39 s.h.

**Required for New Jersey certification as a Learning Disabilities Teacher-Consultant.*

Early Childhood Special Education Concentration

**Semester
Hours**

I.	Basic courses	9
	SPED 504 Typical and Atypical Development: Birth to Three	3
	SPED 505 Typical and Atypical Development: Three to Five	3
	SPED 520 Research in Early Childhood Special Education	3
II.	Core Courses	9
	SPED 519 Language Development in Preschool Children with Disabilities	3
	SPED 579 Special Education for Students with Disabilities	3
	SPED 595 Medical and Physical Bases of Disabilities	3
	(Other courses may be substituted based on advisement.)	
III.	Specialization Courses	21
	SPED 506 Assessment of Pre-School Children with Disabilities I	3
	SPED 507 Assessment of Pre-School Children with Disabilities II	3
	SPED 508 Assisting Families with Children with Disabilities	3
	SPED 509 Implementing Programs for Young Children with Disabilities	3
	SPED 510 Field Experience: Early Childhood Special Education	3
	SPED 518 Neuromotor Development of the Young Child	3
	HEFM 445 The Inner City Family	3
Total: minimum of 39 s.h.		

Additional Requirements

1. Students pursuing a concentration in Learning Disabilities are required to take a qualifying examination to assess proficiency in the understanding of basic concepts, issues, and practices. This examination will be given prior to admittance into practica. Students apply for this examination in consultation with their advisor. If the examination is failed, appropriate plans of action will be developed by advisor and student to address the deficiencies.

2. Students are required to complete successfully a comprehensive project. Comprehensive projects are designed to give students an opportunity to demonstrate their ability to integrate major concepts while working closely with the faculty. Comprehensive projects are culminating activities in students' programs.

Comprehensive projects may require revisions before being accepted and there is a limit to the number of revisions allowed. Students are required to consult with their advisors for specific information on these additional department requirements.

Post-Master's Certification Program in Learning Disabilities

A post-master's candidate seeking certification as a Learning Disabilities Teacher-Consultant must complete 30 semester hours in the areas of study listed below. Qualified students who have already earned a master's degree in education, reading, psychology, counseling, special education, or similar fields, may apply credits toward the 30 semester hours required. However, 12 semester hours must be taken at Montclair State University.

REQUIREMENTS FOR CERTIFICATE IN LEARNING DISABILITIES

The graduate advisor will examine the post-master's applicant's transcripts of master's degree and other graduate credits to determine which of the following courses may be applied toward certification for Learning Disabilities Teacher-Consultant:

A. Required Studies (not necessarily in separate courses):

	MSU Equivalent
1. Education of Students with Disabilities	SPED 579
2. Learning Theory	PSYC 563 or 560
3. Physiological Bases of Learning	PSYC 573 or SPED 595
4. Orientation to Psychological Testing	PSYC 578 or ELRS 578
5. Remediation of Basic Skills	SPED 587
6. Diagnosis and Correction of Learning Disabilities	SPED 580 and 581
7. Consultation	SPED/PSYC 668
8. Supervised Practicum (minimum of 150 hours)	SPED 590 and 596

B. Electives

1. Special Education	SPED 582
2. Group Dynamics	COUN 559; PSYC 568
3. Psychopathology	PSYC 564, 565
4. Early Childhood Special Education	SPED 506, 507
5. Growth and Development	SPED 504, 505, PSYC 561
6. Language Development and Disorders	CS&D 519, 583
7. Reading	READ 500, 511
8. Interviewing and Counseling	COUN 550, 568, PSYC 593
9. Supervision/Administration	ELAD 510, 540, 543
10. Legal Issues	ELAD 521, LSLW 554

Each student's record will be audited by the Office of the Registrar after completing all of the 30 semester hour requirement. Students must complete the Application for Final Audit and submit it to the Office of the Registrar by the deadlines listed in the Graduate Catalog. If work has been satisfactorily completed, and all other requirements have been met, the student will be recommended for New Jersey state certification as a *Learning Disabilities Teacher-Consultant*.

The requirements for this endorsement, in addition to the completion of the prescribed academic program are:

1. A standard New Jersey instructional certificate.
2. Three years of successful teaching experience (MSU requires two letters of recommendation from a current or previous supervisor and a notarized statement verifying at least three years of full-time paid employment as a teacher.)
3. A master's degree in a related field from an accredited college or university.

CURRICULUM AND TEACHING

Course Descriptions

Semester Hours

CURR 500 FIELDWORK IN EDUCATION

1 - 3

This field course will expose adult students to the theoretical underpinnings of social and learning behaviors of students in public schools and the professional behaviors of teachers in the context of classrooms. Coupled with theory will be actual experiences in appropriate settings designed to provide the adult students opportunities to reflect upon, to plan for, to interact with, and to evaluate the full range of teacher activities and students activities in classroom settings.

Prerequisite: Students must be admitted to either the post-B.A. certification or MAT programs and have filed a timely field experiences application with the Center of Pedagogy.

CURR 502 GRADUATE SEMINAR IN PROFESSIONAL EDUCATION

1

Open only to graduate student teachers; this course provides an opportunity to discuss problems encountered during their teaching assignment with peers and supervisors. As a collaborative group, practical solutions to problems are explored and steps toward implementation are proposed. Placements in field centers are arranged. Part of the professional semester for graduate students.

Prerequisite: CURR 500.

CURR 511 SUPERVISED GRADUATE STUDENT TEACHING

8

Student teaching in the New Jersey public schools is required of all students who are completing initial teaching certification programs. Part of the professional semester for graduate students.

CURR 514 INSERVICE SUPERVISED GRADUATE STUDENT TEACHING I

4

Open only to post-baccalaureate and graduate students, this course replaces supervised student teaching for those already employed in teaching situations without standard certification. Joint supervision by the school district and University personnel. Student must obtain permission of department chairperson and the school district. Certain qualifications required.

Prerequisite: Departmental approval.

CURR 515 INSERVICE SUPERVISED GRADUATE STUDENT TEACHING II

4

Continuation of Inservice Graduate Supervised Student Teaching I.

Corequisite: CURR 514

CURR 522 INNOVATIONS IN TEACHING

3

New media and strategies, novel teaching rules, individualized instructional programs, classroom group dynamics and experimental school organizations. Team teaching utilized where feasible. The student prepares an innovation proposal.

Prerequisite: Departmental approval.

CURR 523 EDUCATION IN THE INNER CITY 3

The urban school through the eyes of city youngsters, teachers and other educational personnel. Influences of social and economic forces: poverty, family patterns, ghetto mores, urban unrest, emergent minority leadership, school funding patterns, community agencies and school traditions. Evaluation of federal and other projects, innovative teaching and local action. Student prepares a proposal for improvement of an urban school situation.

CURR 528 TEACHING FOR LEARNING 3

Taken during the first three weeks before student teaching, this intensive course is specifically designed for graduate students to develop and refine the basic teaching skills indicated to be necessary components for productive learning outcomes. These skills areas include communication, motivation, classroom discipline, learning and cognitive development, media usage, multi-cultural education, curriculum assessment, and practical research. Part of the professional semester.

CURR 530 PRINCIPLES OF CURRICULUM DEVELOPMENT 3

Philosophic, social and economic forces in our society that have determined and will determine the pattern of curriculum in American education in the American public schools from K-12 grades. Accepted manner of designing such curricula and professional bodies and individuals who play leading roles in the process of curriculum design. Connection of community interest and power structures in society which are related to the professional decisions.

Prerequisite: Admitted to M.A.T., or M.Ed., or Post-Baccalaureate Certification program.

**CURR 531 CURRICULUM CONSTRUCTION IN THE 3
ELEMENTARY SCHOOL**

Reviewing and bringing up-to-date basic curriculum development concepts; curriculum construction in a modern elementary school; creating an elementary school curriculum in a specific field for one or more grade levels.

Prerequisite: CURR 530.

**CURR 532 MIDDLE SCHOOL CURRICULUM 3
AND ORGANIZATION**

Emerging curriculum of the rapidly developing middle school. Organization of pupils, instruction, media and facilities. Recent social changes and educational innovations; practices in typical middle schools; developing instructional strategies.

Prerequisite: CURR 530.

CURR 534 STRATEGIES FOR CURRICULUM CHANGE 3

Principles and concepts from sociology, social psychology, educational administration and curriculum applied to education. Opportunity to develop change strategies for particular field settings.

Prerequisite: Admitted to M.A.T., or M.Ed., M.A. in Administration and Supervision, or Post-Baccalaureate Certification program or Supervisor Administrative Certification.

CURR 538 DISCIPLINE AND GROUP MANAGEMENT 3
IN THE CLASSROOM

Course designed to enable teachers to more effectively manage classroom behavioral problems. Classroom management will be examined as distinct from and requisite for effective instruction. Several unified managerial approaches will be studied. Course will culminate with opportunities to practice the selection and application of specific managerial techniques to a range of simulated classroom situations.

CURR 546 EDUCATION OF THE GIFTED AND TALENTED 3

Course will focus on the components necessary for planning and implementing programs for gifted and talented students: definition and identification procedures, alternative organizational patterns, curriculum design, instructional strategies and materials, teacher selection and program evaluation.

CURR 550 MICROCOMPUTERS IN CURRICULUM 3
AND CLASSROOM TEACHING

The course is designed to develop, in teachers, skills and knowledge which will help them use computers in their teaching. The skill areas are those involving word processing, data base management, and test construction. The knowledge areas include software evaluation and methods of computer based instruction-tutorials, drill and practice, simulations, games and tests.

CURR 551 PROBLEM SOLVING AND CRITICAL INQUIRY 3
IN CURRICULUM DEVELOPMENT

This course provides an opportunity for participants to delve into the nature of problem solving and inquiry within a specific subject and apply this new knowledge to the development of a curricular product.

CURR 599 CURRICULAR AND SOCIAL DYNAMICS OF SCHOOLING 3

This course introduces students to the curriculum of the American School. The content of the curriculum, the organization of the curriculum and the pedagogical factors that influence it are examined. In addition, students examine the historical, political and philosophic factors that influence curriculum.

CURR 610 INDEPENDENT STUDY IN 1 - 3
CURRICULUM AND TEACHING

An opportunity for practicing teachers to develop and implement curricula under the guidance of curriculum development specialists. Student should discuss proposal with a faculty sponsor in the department of Curriculum and Teaching and secure permission prior to registration. Especially appropriate for teachers involved in "T&E" planning.

Prerequisite: Departmental approval.

CURR 650 TRANSITIONAL SEMINAR 2

This course provides participants with an opportunity to integrate major content of Phase I and set goals for remainder of program.

Prerequisites: ELRS 503 and matriculation in M.Ed. program.

CURR 670 CULMINATING ACTIVITY 4

This is the final course of the M.Ed. program. Each teacher is responsible for implementing, at a field site, the activity he/she planned in Transitional Seminar II, and then evaluating and disseminating the results.

SPED 504 TYPICAL AND ATYPICAL DEVELOPMENT : 3
BIRTH TO THREE YEARS

To familiarize students with the developmental stages of infants and toddlers. Particular emphasis will be placed on sensorimotor stage theory, development of the capacity for symbolic representations, and the acquisition of language. Application of developmental theory to disabled children will be discussed.

SPED 505 TYPICAL AND ATYPICAL DEVELOPMENT : 3
THREE TO FIVE YEARS

To familiarize students with the developmental tasks usually accomplished in the preschool years. Particular emphasis will be placed on the development of dialogue, on the use of language in concept development, and on the development of social, memory, perceptual, and play skills. Application of developmental theory to disabled children will be discussed.

Prerequisite: SPED 504.

SPED 506 ASSESSMENT OF PRESCHOOL 3
CHILDREN WITH DISABILITIES I

Screening for and assessment of children with disabilities from birth to age five are studied; techniques and instruments commonly used, administration and interpretation of results, and the use of data to write an effective educational programs and instructional guides are presented.

SPED 507 ASSESSMENT OF PRESCHOOL 3
CHILDREN WITH DISABILITIES II

A continuation of SPED 506; and in-depth analysis of selected assessment devices introduced in SPED 506; a variety of instruments designed for use with infants and preschoolers will be evaluated and employed.

Prerequisite: SPED 506.

SPED 508 ASSISTING FAMILIES WITH CHILDREN 3
WITH DISABILITIES

Techniques to help educators assist families with children with disabilities will be presented; sensitivity to the problems of parenting, emotional and legal issues, and the development of the skills necessary for parents to set goals and facilitate the education of young children with disabilities.

SPED 509 IMPLEMENTING PROGRAMS FOR YOUNG 3
CHILDREN WITH DISABILITIES

Principles of learning and instruction will be applied to developing programs for young children with disabilities; adapting major curricula and implementing individualized educational plans will be stressed.

Prerequisite: SPED 506.

SPED 510 FIELD EXPERIENCE: EARLY CHILDHOOD 3
SPECIAL EDUCATION

Supervised experience in diverse field settings with both typical and atypical pre-school children; seventy-five (75) clock hours of fieldwork is required.

Prerequisite: Departmental approval.

THE YOUNG CHILD

The study of typical and atypical patterns of neuromotor organization and development, including general principles of stability, mobility, and the equilibrium as they influence postural stability is presented. Implications for the educator of young children with disabilities will be stressed.

SPED 519 LANGUAGE DEVELOPMENT OF PRESCHOOL CHILDREN 3
WITH DISABILITIES

A study of typical and atypical patterns of language development in the child from the pre-verbal period of infancy to the age of five will be undertaken.

SPED 520 RESEARCH IN EARLY CHILDHOOD SPECIAL EDUCATION 3

Research design, statistical analysis and methods for writing a research paper are studied. Significant problems in the field of early childhood special education are investigated and discussed. Published research projects are evaluated.

SPED 566 LANGUAGE-BASED LEARNING STRATEGIES FOR 3
USE IN INCLUSIVE SETTINGS

This course presents an overall view of language development and language disorders as the basis for implementing instruction that attends to language-based learning difficulties. A major focus will be the development of instructional strategies that can be employed in inclusive classroom settings to promote learning across the curriculum. The use of metalinguistic and metacognitive strategies will be stressed.

Prerequisite: SPED 579.

SPED 567 INSTRUCTIONAL PLANNING FOR STUDENTS WITH 3
DISABILITIES IN INCLUSIVE SETTINGS - I

This course is designed to provide educators of young children with planning skills necessary to provide effective instruction in inclusive classrooms (preschool to grade 3). Educators will learn how to use principles of developmentally appropriate practice and universal curriculum design to enhance the learning of children who exhibit competencies across a developmental range. The emphasis will be on practical techniques and strategies that can be used to provide quality instruction in inclusive settings.

Prerequisite: SPED 579.

SPED 568 INSTRUCTIONAL PLANNING FOR STUDENTS WITH 3
DISABILITIES IN INCLUSIVE SETTINGS - II

This course is designed to enhance the ability of educators to provide effective instruction in inclusive classrooms in grades 4 to 12. Educators will learn how to link assessment data to curricular objectives and activities, to plan curriculum to meet the needs of students with disabilities, to group students for effective learning, to modify and adapt instruction for these students, and to enhance the social acceptance of students with special needs. The emphasis will be on practical techniques and strategies that can be applied in an inclusive setting.

Prerequisite: SPED 579.

SPED 579 SPECIAL EDUCATION FOR STUDENTS WITH DISABILITIES 3

An overview of instruction for students with special needs; characteristics of special populations, federal and state legislation, educational implications of disabling conditions, principles for instruction and planning for inclusion are presented; community resources and special issues related to the education of students with disabilities are discussed.

SPED 580 NATURE AND IDENTIFICATION OF LEARNING PROBLEMS 3

Conceptual models of learning disabilities, the evaluation process for identifying learning difficulties are presented; demonstrations of standardized and functional evaluation procedures are provided; basic training in analyzing results of evaluations and formulating individualized education plans are stressed.

Prerequisite: SPED 579.

SPED 581 EVALUATION AND PLANNING FOR STUDENTS WITH LEARNING PROBLEMS 3

Continuation of CS&D 580 providing advanced training in the identification of and planning for students with learning problems; models for the formulation of assessment plans, administration and analysis of diagnostic batteries, special issues in evaluation, the use of evaluation data to make decisions regarding eligibility and instructional planning are presented; case study methods are used to simulate Child Study Team practice.

Prerequisite: SPED 580.

SPED 582 BASIC INSTRUCTIONAL TECHNIQUES FOR STUDENTS WITH LEARNING PROBLEMS 3

Techniques for planning instruction for students with special needs; specialized methods of instruction in reading, writing, arithmetic, speaking, listening, and social skills that can be utilized in regular and special education settings are presented.

Prerequisites: SPED 580.

SPED 587 ADVANCED INSTRUCTIONAL TECHNIQUES FOR STUDENTS WITH LEARNING PROBLEMS 3

The Learning Strategies Model for assisting students with learning problems to become independent will be used as framework; techniques for inclusion in regular educational settings, collaboration, strategies for planning instruction to meet diverse needs of students with mild disabilities, and special issues related to instruction will be presented.

Prerequisites: SPED 581 and SPED 582.

SPED 588 MANAGING STUDENT BEHAVIOR IN INCLUSIVE SETTINGS 3

This course is designed to provide students with theory and practice about the management of student behavior within classroom settings. This course will focus on behavior and the environmental factors that influence its expression. Emphasis will be placed on the functional analysis of behavior and how to change negative classroom behavior. Principles of data collection, schedules of reinforcement, monitoring of progress, and the promotion of positive behavior plans will be presented.

SPED 589 RESEARCH IN LEARNING DISABILITIES 3

Significant problems in the field of learning disabilities are investigated, and published research projects evaluated. Critical analysis and experimental design are emphasized.

Prerequisite: Departmental approval.

SPED 590 PRACTICUM: 3

LEARNING DISABILITIES TEACHER-CONSULTANT

Supervised practice of the Child Study Team process in assessment and planning; administration of evaluation procedures and analysis of results; decision-making regarding eligibility and instructional planning, consultation and collaboration as a member of a Child Study Team will be emphasized.

Prerequisite: Departmental approval.

SPED 594 INDEPENDENT STUDY 1 - 3

Students select an area of special education and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation.

Prerequisite: Departmental approval.

SPED 595 MEDICAL AND PHYSICAL BASES OF DISABILITIES 3

Critical dimensions of the neurological and biological growth in the context of developmental disabilities are discussed. The relevance of the pediatric and neurological examinations for understanding disabilities is provided. The medical treatment of disabilities is presented.

SPED 596 ADVANCED PRACTICUM: 3

LEARNING DISABILITIES TEACHER-CONSULTANT

Continuation of SPED 590; students will enroll in SPED 596 to fulfill the 150 hour time requirement and the meeting of competency standards to practice as a Learning Disabilities Teacher-Consultant begun in SPED 590.

Prerequisite: Departmental approval.

SPED 597 PRACTICUM AND SEMINAR IN 3

TEACHING STUDENTS WITH DISABILITIES

The course provides students with direct experiences in teaching children and adolescents with special education needs in a controlled internship program. Students learn to analyze and carry out individualized education programs developed by child study teams that will help children and adolescents with learning difficulties be successful in regular and special education settings. The emphasis is on instruction of children and adolescents with mild to moderate disabilities. In addition to 90 hours of direct instruction of children and adolescents with special needs in an approved placement, each practicum student must participate in class seminars, conferences, and planning sessions.

Prerequisite: Departmental approval.

SPED 668 CONSULTATION METHODS IN PSYCHOEDUCATIONAL SETTINGS 3

This course is designed to provide students with theory and practice about the consultation process. The course will identify a collaborative, problem-solving model of consultation in psychoeducational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students will locate consultation cases and function under direct supervision and monitoring. Cross listed with Psychology, PSYC 668.

EDUCATIONAL FOUNDATIONS

Chairperson: Dr. Mark Weinstein

The Department of Educational Foundations has the dual responsibility of serving established educational programs while developing new approaches toward their improvement through philosophical, psychological, sociological, historical and comparative studies, as well as through educational theory and research. In keeping with these professional responsibilities, the department offers the M.Ed. concentrations in Critical Thinking and Philosophy for Children as well as the foundation courses in educational philosophy, educational sociology (including issues of gender, race and class), research measurement, and evaluation methodology for the preparation and professional development of teachers and other educators.

MASTER OF EDUCATION DEGREE, CONCENTRATION IN CRITICAL THINKING

Graduate Advisor: Dr. Mark Weinstein

The Master of Education (M.Ed.), concentration in Critical Thinking is housed in the Department of Educational Foundations, College of Education and Human Services at Montclair State University, under the leadership of the Dean. The concept of critical thinking is used as a focal point for an analysis of schooling in America, the relationship between the schools and the broader social system, and the theoretical basis for pedagogical decisions. Recognizing the importance of improving classroom practice of teachers enrolled in the program, strong emphasis is placed on understanding the theoretical underpinnings of critical thinking from a philosophical, historical, social, and political perspective, and a consideration of the implications for classroom practice. Improvements in classroom practice of teachers enrolled in the program are developed from these implications.

GOALS

- a. To develop an understanding of the philosophical, historical, social, and political origins of the concept of teaching for critical thinking and the implications for current school practice.
- b. To develop an understanding of the basic concepts and ideals that underlie critical thinking as a school goal.
- c. To develop an understanding of research and evaluation especially as they relate to the improvement of teaching.
- d. To strengthen teachers' existing curricular planning and pedagogical strategies so that critical thinking objectives can be achieved.
- e. To develop the ability to engage in a critical analysis of educational issues and the professional knowledge base of teachers.

ADMISSION AND MATRICULATION

Admission to the M.Ed. program is limited to certified teachers. Applicants must demonstrate required Miller Analogies Test scores and a basic undergraduate GPA of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate that they are capable of completing the program. An applicant who wishes to enroll in courses in the program prior to matriculation may be permitted to register for six credits by presenting proof of an undergraduate degree or teaching certification.

Graduation requirements are the completion of 39-48 semester hours as outlined, including a culminating activity.

REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE, CONCENTRATION IN CRITICAL THINKING

	Semester Hours
I. Core M.Ed. Courses	18
COUN 559 Dynamics of Group Processes	3
CURR 530 Principles of Curriculum Development	3
CURR 534 Strategies for Curriculum Change	3
EDFD 520 Development of Educational Thought	3
EDFD 540 Social Forces and Education	3
ELRS 503 Methods of Research	3
II. Concentration Required Courses	9
EDFD 548 Crucial Issues in American Education	3
EDFD 550 Critical Thinking and Learning	3
EDFD 670 Culminating Activity Project in Critical Thinking	3
III. Specialization Courses, selected from such courses as:	9
CURR 635 Research Seminar in Curriculum Construction	3
EDFD 551 Critical Thinking and Moral Education	3
EDFD 552 Critical Thinking and Contemporary Educational Issues	3
READ 507 Understanding Reading Comprehension	3
READ 508 Critical Thinking and Literacy	3
READ 600 Workshop in Contemporary Issues in Reading	1-3
IV. Content Field Courses:	3-9
In addition, students must complete 3-9 semester hours, as determined by an advisor, in content field(s), e.g., science, English, history, foreign language, etc. Courses are to be selected in consultation with the advisor.	

**Total Semester Hours for M.Ed. with the concentration in
Critical Thinking** **39-48**

MASTER OF EDUCATION DEGREE, CONCENTRATION IN PHILOSOPHY FOR CHILDREN

*Director of the Institute for the Advancement
of Philosophy for Children (IAPC): Dr. Matthew Lipman
Director of IAPC Graduate Programs,
Graduate Advisor: Dr. Ann Margaret Sharp*

The master's program in philosophy for children is designed for candidates who have a liberal arts degree or its equivalent with a background in philosophy. In view of the growing awareness of the importance of reasoning to the educational process, and in view of the high regard in which the philosophy for children program has come to be held by educators internationally, proficiency in teaching children philosophy, as attested by this degree, will strongly recommend such individuals to elementary and secondary schools seeking teachers with proficiency in improving students' cognitive skills.

Students attend four semesters of which the first and final are summer residential sessions held off campus in a community setting. Students take course work in philosophy for children, educational psychology, and social theory. Additional course work enables the student to acquire actual classroom experience teaching philosophy to children under supervision in local public schools and to analyze their teaching experience under the guidance of the professional staff.

Students from many foreign nations participate in the program in addition to students from various parts of the United States. United States citizens without teaching certification apply for the M.A.T. with a concentration in Teaching Middle School Philosophy. Many of these students already hold a master's degree in Philosophy. Among those who successfully complete the program, some will become Philosophy for Children coordinators in school districts and some will become classroom teachers. Other students may go on to doctoral programs at various universities including the Ed.D. in Pedagogy with a specialization in Philosophy for Children at Montclair State University. This specialization is described under Pedagogy (Ed.D.).

Admission Requirements

Students should have a strong background in the liberal arts, with at least 15 undergraduate credits in traditional philosophy. Courses in the history of philosophy and logic are particularly desirable. Also required are an overall average of 3.00 in undergraduate work, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

Examinations

All candidates for the degree must pass the IAPC comprehensive examination. Application for this examination must be made in writing to the Office of Graduate Studies by March 1st of the year in which the examination is to be taken. Candidates are examined in the teaching of reasoning, inquiry and concept formation skills, and in the relationship between the history of ideas and philosophy for children.

REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE, CONCENTRATION IN PHILOSOPHY FOR CHILDREN

			Semester Hours
Summer (one month off-campus residential session)			
	PHLC 508	Teaching Philosophical Reasoning I	2
	PHLC 509	Teaching Philosophical Reasoning II	2
Fall			
	CURR 530	Principles of Curriculum Development	3
	CURR 534	Strategies for Curriculum Change	3
	EDFD 520	Development of Educational Thought	3
	PHLC 511	Teaching Philosophical Reasoning III	3
	PHLC 512	Value Inquiry	3
Spring			
	COUN 559	Dynamics of Group Process	3
	EDFD 550	Critical Thinking and Learning	3
	ELRS 503	Methods of Research	3
	PHIL 426	Seminar in Philosophy	3
	PHLC 513	Social Inquiry	3
Summer (one month, off-campus residential session)			
	PHLC 614	Scientific Reasoning	2
	PHLC 615	Foundations of Philosophy for Children	2
COMPREHENSIVE EXAMINATION			

Total semester hours: 38

EDUCATIONAL FOUNDATIONS

Course Descriptions

		Semester Hours
EDFD 520	DEVELOPMENT OF EDUCATIONAL THOUGHT	3
Intensive study of philosophical perspectives of selected classical to modern thinkers as they relate to educational theory and practice. A range of points of view will be considered including such seminal thinkers as Plato, Aristotle, Aquinas, Rousseau, Dewey, Greene, Freire and bell hooks. The application of philosophical perspectives to contemporary education issues will be explored.		
EDFD 521	CONTEMPORARY EDUCATIONAL THOUGHT	3
Current trends and issues in contemporary education will be explored with an emphasis on central concerns such as building community, education for democracy, critical thinking, reasoning, literacy and content standards. We will examine issues of theory as well as applications to pedagogy and curriculum.		

EDFD 522 PRAGMATISM IN EDUCATION 3.0

An intensive study of the doctrines and principles developed in the writings of John Dewey and his followers, with special reference to critical issues in education today. Introduction into pragmatic thought through the writings of Dewey, Pierce, and James, and the implications of this philosophy studied through the works of Kilpatrick, Counts, Bode, Childs, Bramald, and others.

EDFD 540 SOCIAL FORCES AND EDUCATION 3

Examination of various facets of society that have impact on the educational system: economic, political, social, ethnic and religious forces as they relate to problems of educational systems. Field studies included.

EDFD 548 CRUCIAL ISSUES IN AMERICAN EDUCATION 3

A study of the origin, development, and status of specific crucial issues in the field of education. Such topics as: race, class and gender and their effects on school life and curriculum, multicultural education, violence in schools, teenage pregnancy, school funding and the education of teachers, etc. will be considered.

EDFD 550 CRITICAL THINKING AND LEARNING 3

This course provides an introduction to critical thinking as an educational goal. Students will consider the nature of critical thinking and its implications for educational objectives and student learning, and engage in its practice. Students will examine classroom practices through which critical thinking can be developed, including questioning strategies and evaluation procedures.

EDFD 551 CRITICAL THINKING AND MORAL EDUCATION 3

The course offers a critical thinking framework for moral education. Approaches to moral education through critical thinking will be explored including those of Lipman, Siegel and Paul. These will be seen within the perspective of alternative and complementary approaches including values clarification, moral developmentalism, and cultural transmission models. Students will be helped to identify occasions for moral education throughout the curriculum and to design interventions and curriculum materials to strengthen the moral judgment of their pupils.

EDFD 552 CRITICAL THINKING AND CONTEMPORARY EDUCATIONAL ISSUES 3

Critical thinking is a reform movement in education that reflects sociological, political, and philosophical issues. Writers, including Freire, Greene, Paul, Siegel and Lipman, have advocated a critical response to educational policy viewed within the context of social and political forces. The course will examine these views and analyze their role in relation to current trends and attitudes as reflected by thinkers such as Hirsch and Bloom and the various reports that have exemplified the current evaluation of recent education.

EDFD 554 CRITICAL THINKING AND DEMOCRACY 3

Critical thinking is a reform movement in education that addresses central concerns in education for democracy as well as other sociological, political and philosophical issues. This course will help teachers deepen their understanding of the meaning of "democracy," as well as the relationship between democratic practice and schooling. In this course, teachers will explore the history of American education, studying the basic commitment to democracy inherent within it, as well as the on-going tension between democratic ideals and other educational objectives, such as rewarding excellence and furthering capitalistic meritocracy.

EDFD 555 CRITICAL THINKING AND REASONING 3

Critical thinking requires the ability to be reasonable, both in asserting claims and in interacting with others. This course will look at the foundations of critical thinking, informal logic, argumentation analysis, and cognitive psychology, in order to help teachers develop, facilitate, and support student reasoning in relation to their studies and to their lives outside of schools.

EDFD 565 WOMEN AND EDUCATION IN AN INTERNATIONAL PERSPECTIVE 3

A course designed to study the relationship between the education received by women and their socio-political and economic conditions in various countries throughout the world.

Prerequisite: Undergraduate degree.

EDFD 566 INTERNATIONAL EDUCATION 3

Students are introduced to the work of international education agencies such as UNESCO, the Institute for International Education, and campus groups that focus on international students. Readings are in the field of international education with supplementary readings in social sciences that provide a context. Each student is required to involve himself/herself with the work of an international agency as a culminating activity.

EDFD 581 CRITICAL THINKING, COMMUNITY AND SELF 3

Attention will be given to the basic technique of forming classroom communities of inquiry through the study of the broad historical tradition of educational philosophy from Plato to Passmore. Particular attention will be given to philosophers who have dealt with the nature of reflection, thinking skills, ethical inquiry, pedagogical methods, children's rights, dialogue, community, personhood, and the general aims of education.

EDFD 670 CULMINATING ACTIVITY PROJECT IN CRITICAL THINKING 3

The final course in the M.Ed. concentration in Critical Thinking, this individualized learning experience involves each graduate student in the planning and execution of a complex critical thinking project, in consultation with the course instructor. Each student must relate critical thinking to his/her own on-going professional responsibilities, as well as prepare a formal evaluation of the results. A descriptive and evaluative report are required, as is the dissemination of the results through a conference presentation or publishable article.

ELRS 503 METHODS OF RESEARCH 3

Theory and methods of historical, descriptive, and experimental research; formulation of a research problem; use of bibliographical sources and reference materials; statistics and measurement in research; types and instruments of research; data collection, and analysis. Writing the research report, and career opportunities in research.

ELRS 553 SELECTED TOPICS IN CRITICAL THINKING 3

This course will focus on particular areas of application, theoretical dispute, and/or procedural issues as they apply to teaching for critical thinking.

Prerequisite: EDFD 550.

- ELRS 578 TESTING AND EVALUATION 3**
Principles and practices of educational and psychological testing and evaluation relevant to professionals in human services, communication sciences and disorders, education, and related fields. Historical/philosophical orientation; place of testing in instructional and remedial programs; statistical concepts underlying measurement; validity, reliability, response set; construction of tests and measurement instruments; evaluation and interpretation of testing data; use and misuse of testing data; reporting data to students, parents and colleagues; critical analyses of selected standardized intelligence, ability and personality tests; experimental tests and measurement instruments. Course project geared to individual student needs.
- ELRS 580 LEARNING: PROCESS AND MEASUREMENT 3**
Study of the learning process and its measurement as it applies in the classroom and non-school settings.
- ELRS 603 SEMINAR IN RESEARCH 3**
Carry out a research project-historical, descriptive, or experimental in nature-culminating in a written report.
Prerequisite: ELRS 503.
- ELRS 650 INDEPENDENT STUDY IN EDUCATIONAL RESEARCH AND EVALUATION 1 - 3**
Designed for individuals who, in consultation with advisor, wish to undertake an in-depth analysis of a specific research problem.
Prerequisite: Departmental approval.

INSTITUTE FOR THE ADVANCEMENT OF PHILOSOPHY FOR CHILDREN

Course Descriptions

	Semester Hours
PHLC 508 TEACHING PHILOSOPHICAL REASONING I 2 This course aims to acquaint teachers with reasoning skills that are employed in everyday conversation, reading, listening and writing, so as to prepare them to think more reasonably and judiciously.	2
PHLC 509 TEACHING PHILOSOPHICAL REASONING II 2 This course aims to assist teachers to operationalize reasoning skills while at the same time utilizing certain aspects of philosophy of language, aesthetics and epistemology for the enhancement of writing skills.	2
PHLC 511 TEACHING PHILOSOPHICAL REASONING III 3 The aim of this course is to assist prospective teachers to operationalize reasoning skills and to utilize certain aspects of philosophy of language, aesthetics, and epistemology for the enhancement of writing skills. <i>Prerequisite: PHLC 509</i>	3

PHLC 512	VALUE INQUIRY	3
Prospective teachers are introduced to the techniques by which reasoning can deal with moral issues in the objective and impartial fashion known as ethical inquiry for children.		
PHLC 513	SOCIAL INQUIRY	3
This course will enable prospective teachers who have already taken the foundational course in philosophy for children to teach children to apply basic reasoning skills to the social studies. The program, therefore, represents an integration of philosophy, logic and the social sciences. It is also a way of presenting the social studies as a discussion course in which the conceptual foundations of the behavioral sciences are reviewed and appraised.		
<i>Prerequisites: PHLC 508, 509 and 511.</i>		
PHLC 614	SCIENTIFIC REASONING	2
This course aims at familiarizing students with a variety of reasoning skills that are useful in scientific inquiry, while at the same time teaching them how to create a cognitive readiness in children to do science.		
PHLC 615	FOUNDATIONS OF PHILOSOPHY FOR CHILDREN	2
This course focuses on the educational relationship between children and thinking. It aims to assist students to understand the role of ideas in children's learning, the ways in which children can be encouraged to deliberate with regard to ill-defined conceptual issues, and to assist students to understand the relationship of Philosophy for Children to critical and creative thinking.		

ENGLISH

Chairperson: Dr. Lawrence Schwartz

Graduate Advisor: Dr. Art Simon

In the Master's program, students may choose course work in British Literature, American Literature, International Literature, or Writing Studies to complement the required core courses and electives. Students are expected to demonstrate the ability to participate in sophisticated scholarly discourse, both orally and in writing.

The program serves as continuing training for in-service teachers and as preparation for doctoral-level work, as well as providing intellectual enrichment. A significant number of M.A. graduates have, in recent years, gone on to doctoral programs at major universities or to teaching positions at community colleges. Others have found the program to be both useful and enhancing to careers in business.

ADMISSION REQUIREMENTS

Candidates for matriculation in the Master of Arts program of this department must show a B average or better in their undergraduate work and a score of not less than 500 (Verbal) on their Graduate Record Examinations. Most applicants will have majored in literature (English, comparative, or foreign) at the undergraduate level. However, students with strong academic credentials may apply even if they do not have the recommended background in literature. The Graduate Advisor will interview each candidate for the program regarding his or her scholastic record and intellectual or professional goals. Students admitted to the Graduate Program in English must take at least one course in each academic year in order to maintain matriculation. Exceptions may be made upon application to the departmental Graduate Advisor.

Non-matriculated students must obtain the approval of the departmental Graduate Advisor in order to enter graduate courses in English.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENGLISH

- I. Distribution of course work
 - A. Core courses 9
 1. ENGL 605 Seminar in Literary Research 3
(to be taken near the beginning of the program) 3
 2. ENLT 514 Theoretical Approaches to Literature 3
 3. ENGL 606 Thesis Writing (to be taken at the end of the program) ... 3
 - B. Four courses in one of these four areas of study 12
 1. British Literature
 2. American Literature
 3. International Literature
 4. Writing Studies
 - C. Electives 12
- Any ENGL, ENLT, or ENWR graduate courses not used to fulfill requirements in "B." Six credits may be taken outside the English Department with prior permission of the English Graduate Program Advisor.

II. Foreign Language Requirement

Students are not required to demonstrate a reading knowledge of a foreign language; however, the department provides students with the opportunity to demonstrate such competency by examination in case they wish to present this credential when they apply for admission to doctoral programs. Examinations may normally be given in French, German, Italian, Russian, and Spanish. Other languages may be offered with the approval of the department. Testing arrangements should be made with the graduate advisor.

III. Comprehensive Examination

All candidates for the master's degree must pass a three-hour written comprehensive examination. The examination is designed to test critical ability and familiarity with major works of British, American, and international literature as well as selections in literary criticism. Students must complete at least three-quarters of their course work before taking the comprehensive examination, and must pass the examination before registering for Thesis Writing.

The comprehensive examination is based on a reading list compiled by a committee of graduate faculty. The list covers the major areas of literary study. By April or September of the semester preceding the semester in which the examination will be taken, students should inform the Graduate Advisor of their intentions. The reading list will be sent to them four months before the exam will be taken.

Check with the Graduate Advisor for dates of the comprehensive examination and for revisions to the program.

ENGLISH

Course Descriptions

BRITISH LITERATURE

	Semester Hours
ENGL 505 CHAUCER	3
An intensive study of the Canterbury Tales and other works against their literary and social backgrounds, with special attention to Chaucer's language and to the procedures of Chaucerian scholarship. No previous study of Middle English is required.	
ENGL 508 SHAKESPEARE STUDIES: TRAGEDIES	3
Shakespeare's tragic drama against a background of classical and Medieval theories of tragedy, and in relation to the practice of his contemporaries. Consideration is given to Shakespeare's use of plot sources and to Elizabethan theories of rhetoric.	
ENGL 509 SHAKESPEARE STUDIES: COMEDIES	3
Shakespeare's comic art in the light of comic theory and practice from Aristotle to the present. Areas of analysis include Shakespeare's use of Roman and native English comedy, his language, characters, and sources, and the traditions of Shakespearean criticism.	

ENGL 510 SHAKESPEARE STUDIES: HISTORIES 3

A study of the ten English history plays. Shakespeare's use of historical sources and variations from historical fact are examined carefully. Attention is given to scholarship, criticism, and production of the history plays.

ENGL 511 ELIZABETHAN AND JACOBEOAN DRAMA 3

A comprehensive view of the period of the apex of English drama, from 1550 to the closing of the theaters in 1642. Major works by Elizabethan and Jacobean dramatists other than Shakespeare are studied in the light of Medieval English drama and the new Renaissance theories of Shakespeare's contemporaries. Attention is given to changes in subject matter, tone, dramaturgy, and staging during the latter part of the period.

ENGL 518 MILTON 3

Paradise Lost, Paradise Regained, Samson Agonistes, and some of the minor works are analysed intensively. Styles, themes, and techniques are considered in the light of Milton's life and the political and religious controversies of his times. The poetry is also studied in terms of its relation to Milton's Italian and classical models, his Elizabethan masters, and his contemporaries.

ENGL 521 THE AUGUSTAN AGE 3

The literature of the Restoration and early eighteenth century in its cultural contexts. Topics include criticism and aesthetics, satire, the new nature poetry, and the relationship between literary forms and philosophical and critical ideas. Emphasis on the works of Dryden, Swift, Pope, Gay, Addison and Steele, and Thomson.

ENGL 529 BRITISH ROMANTICISM I: 3
WORDSWORTH AND COLERIDGE

The poetry of the two most important writers of the first generation of the Romantic movement in England. Emphasis is placed on the significance of their poetry in terms of the poets' own personal experience and in the context of the age of democratic and industrial revolution.

ENGL 530 BRITISH ROMANTICISM II: 3
BYRON, SHELLEY, AND KEATS

The major works of the second-generation Romantics are studied in relation to the experience of their lives and the movements of their time. Attention is also given to their letters and critical writings.

ENGL 532 VICTORIAN STUDIES II: NOVEL 3

The Victorian novel in its historical and cultural contexts, with emphasis on the responses of the most vital art form of the age to the unprecedented changes in English life that took place during the era. Works by Thackeray, Trollope, Dickens, the Brontes, Eliot, and others.

ENGL 533 VICTORIAN STUDIES III: POETRY 3

The course concentrates on the major mid-Victorian poets, Tennyson, Browning, and Arnold, and to a lesser extent on their successors among the pre-Raphaelites, the aesthetes, and the rhymers.

- ENGL 535 TURN-OF-THE-CENTURY BRITISH WRITERS 3**
 An examination of British literature in the transitional period between the late nineteenth and early twentieth centuries. Writers might include Hardy, Conrad, Joyce, and Lawrence. Attention is given to the ways in which their works illuminate the movement from Victorian to modernist thinking and demonstrate the relation between literary consciousness and society.
- ENGL 540 THE MODERN BRITISH NOVEL 3**
 Innovations in characterization, narrative technique, and theme under the impact of major twentieth-century political, economic, and cultural developments. Works by Forster, Huxley, Waugh, Orwell, Greene, Amis, Murdoch, Lessing, and others.
- ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3**
 The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars.
Prerequisites: Permission of the graduate program coordinator and of the project supervisor is required before registration.
- ENGL 600 SEMINAR IN BRITISH LITERATURE 3**
 Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the British seminar so long as the topic is different each time.

AMERICAN LITERATURE

- ENGL 550 STUDIES IN EARLY AMERICAN LITERATURE 3**
 All major and several minor American writers of the seventeenth and eighteenth centuries are studied within several contexts: literary, religious, philosophical, and political. Topics include the development of American literature 1620-1800; the effects of puritanism and deism; the concept of the American Dream; the originality of the founding fathers; and the extent to which modern American literature and culture reflect the colonial heritage.
- ENGL 555 AMERICAN ROMANTICISM 3**
 An exploration of the Romantic movement in America with attention to transcendentalism and other social movements. Writers might include Brown, Irving, Cooper, Emerson, Thoreau, Fuller, Louisa May Alcott, and Whitman.
- ENGL 556 POE, HAWTHORNE, AND MELVILLE 3**
 An intensive examination of the writings of the three "Dark Romantics" of the American Renaissance, set against their biographical backgrounds and the literary and historical contexts in which they worked.
- ENGL 557 AMERICAN REALISM 3**
 The development of American realistic fiction, with emphasis on the works of Twain, Howells, and James in relation to their literary heritage and to their social milieu. Attention will also be given to local-color writers, such as Jewett and Freeman, and to naturalist writers, such as Crane, Norris, and London.

ENGL 560 MODERN AMERICAN FICTION**3**

After a brief examination of late nineteenth-century realism, the major writers of the twentieth century (up to World War II) are studied with special attention to the critical attitudes of the period and to related scholarship. Authors include Dreiser, Stephen Crane, Sherwood Anderson, Hemingway and Faulkner.

ENGL 561 MODERN AMERICAN POETRY**3**

Beginning with background material on late nineteenth-century poetry, the course examines selected major modern poets. The changing scene in modern poetry is noted, and the reading of contemporary poets is included. Works by Hart Crane, Hilda Doolittle, T.S. Eliot, Robert Lowell, Ezra Pound, Wallace Stevens, and others.

ENGL 563 RECENT AMERICAN FICTION**3**

American fiction of approximately the last forty years in the context of American culture and traditions. The course analyzes the characteristics of theme, technique, and sensibility which form the basis of a writer's response to the ambiguities of life in the contemporary world. Works studied might include Bellow, Roth, Didion, Walker, Doctorow, and Morrison.

ENGL 564 AMERICAN DRAMA**3**

The major American playwrights, such as Eugene O'Neill, Thornton Wilder, Arthur Miller, and Tennessee Williams, are placed in the perspective of their contemporaries and of traditions of the American stage.

ENGL 565 BLACK AMERICAN WOMEN WRITERS**3**

This course explores the writings of Black American women. We will examine the conditions out of which Black women write and the ways in which their works are critiqued and theorized. Discussions will center on questions of race, gender, sexuality, and class; narrative approaches and literary devices; and the Black "womanist" creative tradition.

ENGL 598 INDEPENDENT STUDY IN AMERICAN LITERATURE**3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars.

Prerequisite: Departmental Approval.

ENGL 601 SEMINAR IN AMERICAN LITERATURE**3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the American seminar so long as the topic is different each time.

INTERNATIONAL LITERATURE**ENLT 513 LITERARY CRITICISM FROM 1800 TO THE PRESENT****3**

The break from classical theory (notably by the Romantics) and the search, principally in our own day, for new definitions of the nature and function of literature. Throughout the course, critical theory is related to the history, art, and principal writings of each period.

Prerequisite: ENLT 512.

ENLT 515 ANCIENT TRAGEDY 3

Selected plays of Aeschylus, Sophocles, Euripides, and Seneca in English translation; origins of Greek and Roman Tragedy; religion and myth in tragedy; Aristotelian criticism; stage production; the influence of ancient tragedy on modern literature.

ENLT 565 IBSEN, STRINDBERG, AND SHAW 3

Intensive study of three great modern playwrights with an emphasis on dramatic theory and criticism, social context, and literary/theatrical values.

ENLT 569 MAJOR WRITERS OF AFRICA AND THE AFRICAN DIASPORA 3

The course will concentrate on literature from sub-saharan Africa and the African diaspora and may include writers from the Caribbean, Asia, and the Americas. Discussion topics may address issues of place; power and its effects, including colonialism and slavery; gender relations, family structures, religious beliefs; the arts and other cultural expressions.

ENLT 571 TRENDS IN THE CONTEMPORARY NOVEL 3

Significant fiction of the last fifty years from a least five countries. Students will be introduced to a variety of fictional forms which will include work from diverse geographical regions.

ENLT 572 MODERN MOVEMENTS IN THE ARTS 3

An interdisciplinary course which considers theories and practices in the arts across cultures, beginning with classical modernism and its contemporary legacies. Emphasis on literature, with attention to the visual arts and/or music and performance.

ENLT 577 FILM STUDIES 3

On a rotating basis, different cultural, historical, and aesthetic aspects of American, British, or world film will be examined. See current announcement. Students may repeat Film Studies so long as the topic is different each time.

ENLT 599 INDEPENDENT STUDY IN INTERNATIONAL LITERATURE 3

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars.

Prerequisites: ENGL 106; departmental approval.

ENLT 602 SEMINAR IN INTERNATIONAL LITERATURE 3

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the International Seminar as long as the topic is different each time.

Prerequisite: Departmental approval.

WRITING STUDIES

ENGL 586 TEACHING WRITING AND THE BASIC WRITER 3

This course explores the social, educational and linguistic foundations of writing instruction with special attention to the problems of the basic writer. Practicing and prospective teachers examine the theory, research and practice of writing instruction through a process of inquiry, workshops and work on their own writing.

ENGL 588 RESEARCH IN WRITING STUDIES 3

An introduction to representative empirical research in composition pedagogy and writing studies. In the first half of the semester students will be introduced to a range of methodologies used in research in writing and composition studies. Inquiry models will include survey, ethnography, case study, the interview. In the second half of the semester students will explore a research question using one or more of the methodologies taught.

ENGL 590 RHETORICAL THEORIES AND THE TEACHING OF WRITING 3

A inquiry into the rhetorical and theoretical roots of current questions, methods and practices of writing instruction—to investigate the possibility that both teaching writing and writing itself are deeply constructed endeavors, rooted in structures of language perception, knowing and being that are often discussed in theoretical discourse.

ENWR 590 GRADUATE WRITING SEMINAR 3

Writing in one or more of the following: essay, scholarly research, autobiography, creative non-fiction, poetry, drama, screenwriting. Students may repeat the seminar up to three times as long as the topic is different each time.

Prerequisites: Departmental approval.

REQUIRED COURSES

ENGL 605 SEMINAR IN LITERARY RESEARCH 3

Instruction and practical experience in such areas as reference sources, textual study, kinds of criticism, and the basics of editing. Recommended for the first or second semester of graduate study.

ENGL 606 THESIS WRITING 3

Working closely with a research advisor, the student conducts a scholarly investigation and completes an acceptable master's thesis.

ENLT 514 THEORETICAL APPROACHES TO LITERATURE 3

An in-depth study of late 19th and 20th century theoretical approaches to literature and issues of representation. Critical methodologies to be studied will include: Formalism, Structuralism, Post-Structuralism, Historical Materialism, Psychoanalysis, Feminism, Post-Colonialism and New Historicism. Students will study literary and/or filmic texts along with the critical theories. Does not count towards the International Literature specialization, as this is a required core course.

ENVIRONMENTAL STUDIES

Chairperson: Dr. Jonathan M. Lincoln

Graduate Advisor: Dr. Harbans Singh

The Master of Arts degree in Environmental Studies offers concentrations in Environmental Education, Environmental Health, Environmental Management, and Environmental Science. Each of these concentrations is designed for professional careers. Environmental Education serves the needs of teachers; Environmental Health serves the need of health professionals; Environmental Management serves government and business leaders; and Environmental Science serves industry. The program is administered by the Department of Earth and Environmental Studies. The facilities of the New Jersey School of Conservation, operated by the University at Stokes State Forest, and the New Jersey Marine Sciences Consortium are available as an additional resource for the study of the natural environment.

ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State University will be followed in respect to this program. Students with weak undergraduate preparation for environmental studies will be required to complete prerequisite courses at the undergraduate level and/or appropriate graduate level.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENVIRONMENTAL STUDIES

(minimum 32-33 semester hours)

CONCENTRATION IN ENVIRONMENTAL EDUCATION

			Semester Hours
I.	Required Courses		9
	CNFS 500 Curriculum Development in Environmental Education (a field practicum)		3
	or		
	CURR 534 Strategies for Curriculum Change		3
	CNFS 610 Administration and Supervision of Environmental Field Study		2
	CNFS 620 Field Laboratory Experiences in Administration and Supervision of Environmental Field Study		1
	ENVR 509 Environmental Change and Communication		3
II.	Research Courses		6-9
	Select one methods course:		
	ELRS 503 Methods of Research		6
	or		
	ENVR 503 Methods in Environmental Research		3

Select one research option:		
	CNFS 601	Advanced Environmental Education Seminar 2 and
	CNFS 621	Field Laboratory Experience in Environmental Education 1 or
	ENVR 695	Research Project in Environmental Studies 3 or
	ENVR 697	Thesis 6
III.	Field Courses 6	
Select a minimum of 6 semester hours from the following list:		
	BIOL 430	Field Ornithology 3
	BIOL 521	Field Studies of Flowering Plants 3
	CNFS 460	Practicum in Environmental Education 3
	CNFS 470	Introduction to Wilderness Stewardship 2
	CNFS 471	Fundamentals of Wilderness Leadership 3
	CNFS 472	Training for Wilderness Leaders 5
	CNFS 495	Workshop on Utilizing Natural Environments 1
	CNFS 496	Field Study in Humanities and Natural Science 1
	CNFS 497	Field Studies in Social Studies and Outdoor Recreation 1
	CNFS 501	Outdoor Teaching Sites for Environmental Education (must be taken with CNFS 521) 2
	CNFS 502	American Heritage Skills 2
	CNFS 504	Field Techniques for Teaching the Humanities 3
	CNFS 505	Society and the Natural Environment (must be taken with CNFS 525) 2
	CNFS 510	Environmental Impact of Recreation on Natural Areas 2
	CNFS 511	Field Investigation of Environmental Impact on Natural Areas 1
	CNFS 521	Field Laboratory Experience in Outdoor Teaching Sites for Environmental Education (must be taken with CNFS 505) 1
	CNFS 522	Field Laboratory Experience in American Heritage Skills 1
	CNFS 525	Field Laboratory Experience in Society and the Natural Environment (must be taken with CNFS 505) 1
	CNFS 601	Advanced Environmental Education Seminar (must be taken with CNFS 621) 2
	CNFS 621	Field Laboratory Experience in Environmental Education (must be taken with CNFS 601) 1
	GEOS 480	Field Study in Geoscience 4
	GEOS 580	Field Geology 4
	PHMS 490	Field Methods in the Marine Sciences 2
IV.	Natural Science Courses 6-7	
	BIOL 570	Ecology 3 or
	BIOL 595/CNFS 595	Conservation Biology 3
	GEOS 502	Dynamic Earth 4 or
	GEOS 525	Environmental Geoscience 3

V. Electives

Select a minimum of 3 semester hours from the following list:

ANTH 411	Archaeological and Field Methods	3
ANTH 534	Anthropology and Education	3
CNFS 503	Humanities and the Environment	3
CNFS 530	Workshop in Wildlife Management Education	1
CNFS 609	Independent Study in Environmental Curriculum Development	1-4
CURR 503	Principles of Curriculum Development	3
CURR 534	Strategies for Curriculum Change	3
EDFD 540	Social Forces and Education	3
ENVR 410	Environmental Law	3
ENVR 505	Human Environment	3
ENVR 508	Environmental Problem Solving	3
ENVR 531	Independent Study in Environmental Studies	1 - 4
ENVR 551	Natural Resource Management	3
GEOS 501	Air Resource Management	3
GEOS 509	Water Resource Management	3
GEOS 530	Paleoecology	3
GEOS 560	Advanced Marine Geology	3
HLTH 502	Determinants of Environmental Health	3
HLTH 532	Air Pollution	3
HLTH 565	Foundations of Epidemiology	3
SOCI 565	Sociology of Youth	3

VI. Comprehensive Examination

No more than 15 semester hours may be taken from any one subject area.

CONCENTRATION IN ENVIRONMENTAL HEALTH

I.	Required courses	18
	BIOL 570 Ecology	3
	ENVR 508 Environmental Problem Solving	3
	ENVR 509 Environmental Change and Communication	3
	HLTH 502 Determinants of Environmental Health	3
	HLTH 603 Research Project in Health	3

II.	Required Electives	12
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A minimum of 6 semester hours from elective areas A and B each.

A. Health Services Area

HLTH 500	Health Aspects of Family Living	2
HLTH 516	Selected Developments in Community Health	3
HLTH 528	The Evaluation of Health	3
HLTH 530	Health Issues Seminar	3
HLTH 531	Independent Study in Health	3
HLTH 535	History and Foundations of Health I	3
HLTH 536	History and Foundations of Health II	3
HLTH 565	Foundations of Epidemiology	3

B. Life Sciences Area		
BIOL	531	Medical Parasitology 3
BIOL	543	Advances in Immunology 3
BIOL	553	Microbial Ecology 4
GEOS	509	Water Resource Management 3
HLTH	531	Independent Study in Health 3
HLTH	532	Air Pollution 3
III.	Electives 3	
IV.	Comprehensive Examination	

CONCENTRATION IN ENVIRONMENTAL MANAGEMENT

I.	Required Courses 15	
	BIOL	570 Ecology 3
	ENVR	508 Environmental Problem Solving 3
	ENVR	509 Environmental Change and Communication 3
	ENVR	610 Seminar in Environmental Management 3
	EUGS	521 Research Methods 3
II.	Required Electives 12	
	A minimum of 6 semester hours from elective areas A and B each	
	A. Scientific Data and Concepts Area	
	ANTH	411 Archeological Field Methods 3
	CHEM	411 Water Analysis and Purification 3
	ENVR	410 Environmental Law 3
	ENVR	531 Independent Study in Environmental Studies 1 - 4
	EUGS	405 Computer Mapping
		or
	GEOS	405 Computer Mapping 3
	GEOS	525 Environmental Geoscience 3
	HLTH	502 Determinants of Environmental Health 3
	PHMS	581 Coastal Geomorphology 4
	PSYC	556 Environmental Psychology 3
	B. Policy-making, Analysis and Management Area	
	ECON	501 Economic Analysis 3
	ECON	508 Economics of Public Management 3
	ECON	510 Urban Economics: Problems and Policy 3
	ENVR	505 Human Environment 3
	ENVR	531 Independent Study in Environmental Studies 1 - 4
	ENVR	551 Natural Resource Management 3
	EUGS	550 Urban Studies and Policy Analysis 3
	GEOS	501 Air Resource Management 3
	GEOS	509 Water Resource Management 3
	GEOS	513 Waste Management 3
	PSYC	553 Urban Psychology 3
III.	Electives 6	
IV.	Comprehensive Examination	

CONCENTRATION IN ENVIRONMENTAL SCIENCE

I.	Required courses	15
	BIOL 570 Ecology	3
	GEOS 525 Environmental Geoscience	3
	GEOS 575 Geochemistry	3
	GEOS 658 Seminar in Environmental Graphics	3
	HLTH 502 Determinants of Environmental Health	3
II.	Required Electives	12
	A minimum of 6 semester hours from elective areas A and B each	
	A. Bio-ecology Area	
	BICL 505 Bacteriological Techniques in Marine Sampling	2
	BIOL 430 Field Ornithology	3
	BIOL 467 Biology of the Fishes	4
	BIOL 521 Field Studies of Flowering Plants	4
	BIOL 522 Plant Pathology	3
	BIOL 531 Medical Parasitology	3
	BIOL 532 Advanced Entomology	3
	BIOL 543 Advances in Immunology	3
	BIOL 550 Topics in Microbiology	4
	BIOL 553 Microbial Ecology	4
	BIOL 571 Physiological Plant Ecology	4
	BIOL 572 Wetland Ecology	4
	BIOL 573 Shoreline Ecology	4
	PHMS 565 Tidal Marsh Ecology	4
	B. Physical Environment Area	
	CHEM 411 Water Analysis and Purification	3
	CHEM 570 Advanced Biochemistry	3
	GEOS 509 Water Resource Management	3
	GEOS 530 Paleoeecology	3
	GEOS 537 Biostratigraphy of New Jersey	3
	GEOS 560 Advanced Marine Geology	3
	GEOS 571 Geophysics	3
	GEOS 573 Nuclear Geophysics	3
	HLTH 532 Air Pollution	3
	PHMS 581 Coastal Geomorphology	4
III.	Electives	6
IV.	Comprehensive Examination	

Note:

1. Electives for all these concentrations may be added by the college. The advisor should be contacted before any are selected by the student.
2. It is the student's responsibility to file for the comprehensive examination with the departmental advisor. At that time, information will be given concerning the nature and scope of the examination.

EARTH AND ENVIRONMENTAL STUDIES

Course Descriptions

Semester Hours

- ENVR 503 METHODS IN ENVIRONMENTAL RESEARCH 3**
Formulation of the research problem, use of bibliographical sources and reference material organizing the research tests and measurements, analysis of data, and report writing.
- ENVR 505 HUMAN ENVIRONMENT 3**
Discussion of population in relation to the physical environment; objectives and skills of numerous culture groups will be examined to clarify existing regional variations in the man-land relationship.
- ENVR 508 ENVIRONMENTAL PROBLEM SOLVING 3**
The purpose of this course is to train students to define environmental problems, develop their skills in solving these problems, as well as commitment to work toward their solution. Each lesson consists of student preparation of reading selected articles, classroom orientation, field trips, and the student-instructor follow-up. Field trip topics include pedestrian/vehicle conflict, school site development, plants as a city resource, urban/rural recreation, sign ordinances, transportation and similar topics.
- ENVR 509 ENVIRONMENTAL CHANGE AND COMMUNICATION 3**
Prepare students as professional environmentalists: communication and journalism strategies, theory of persuasion, and roles as catalyst, solution giver, process helpers, and resource person.
- ENVR 531 INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES 1 - 4**
Student must develop statement of goals and phasing for completion, prior to consultation with instructor.
- ENVR 551 NATURAL RESOURCE MANAGEMENT 3**
Provide background in natural resource management; wildlife, fisheries, forests, water and related components of spaceship earth. Includes field trips.
- ENVR 610 SEMINAR IN ENVIRONMENTAL MANAGEMENT 3**
This is a methods seminar focusing on the techniques of managing a project with environmental significance. Students will design and plan in detail a project to improve an existing environmental problem or to implement an economically important project that would minimize environmental problems.
- ENVR 695 RESEARCH PROJECT IN ENVIRONMENTAL STUDIES 3**
To complete the research proposal initiated in the research methods course.
Prerequisite: Departmental approval.
- ENVR 697 THESIS 6**
Preparation and defense of a thesis in Environmental Studies.
Prerequisite: Departmental approval.

EUGS 504 PRO-SEMINAR 1 - 4

Research on selected problems which will vary according to instructor. May be repeated once for a maximum of eight semester hours as long as the topic is different each time.

EUGS 521 RESEARCH METHODS 3

Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research, both cultural and physical; mapping techniques; the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.

EUGS 600 THESIS 4

EUGS 603 READING SEMINAR IN GEOGRAPHY AND URBAN STUDIES 2

Required of all master's degree candidates concentrating in Geography and Urban Studies. This semester entails directed independent study in preparation for a 3-hour written comprehensive examination.

GEOS 501 AIR RESOURCE MANAGEMENT 3

Spatial distribution of energy in the atmosphere treated in terms of natural factors and man's induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.

Prerequisite: For majors in College of Science and Mathematics.

GEOS 502 THE DYNAMIC EARTH 4

Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture, 2 hours lab.)

Prerequisites: Not open to graduates of a geology or geoscience program.

GEOS 509 WATER RESOURCE MANAGEMENT 3

The spatial patterns of the water resource both as surface water and ground water. Processes affecting availability and techniques of estimation are stressed.

Prerequisite: For majors in College of Science and Mathematics.

GEOS 513 WASTE MANAGEMENT 3

This course examines liquid waste management (sewage, sewerage, septic, and acid mine drainage) and solid waste management (composting, incineration, dumps, sanitary landfills, ocean dumping, and resource recovery). Management of radioactive wastes is included.

Prerequisite: For majors in College of Science and Mathematics.

GEOS 525 ENVIRONMENTAL GEOSCIENCE 3

In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture.)

Prerequisite: For majors in College of Science and Mathematics.

GEOS 530 PALEOECOLOGY**3**

Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab.)

Prerequisite: Biology major, or Geoscience major, or Environmental Studies major with a concentration in Environmental Science.

GEOS 552 APPLIED GROUNDWATER MODELING**4**

introduction to groundwater flow and contaminant transport modeling, using a variety of current software packages. Saturated and unsaturated media will be considered. Emphasis is on application of models to the solution of common problems encountered in hydrology industry and research. (3 hours lecture; 2 hours lab.)

Prerequisites: Undergraduate hydrogeology course and college-level calculus or departmental approval.

GEOS 575 GEOCHEMISTRY**3**

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes) study of meteorites. Required field trips. (3 hours lecture.)

Prerequisites: For majors in the College of Science and Mathematics.

GEOS 580 FIELD GEOLOGY**4**

The principles and techniques of geologic field work. Independent and team mapping of local areas of geologic interest using modern field methods and instruments. (3 hours lecture, 2 hours lab.)

Prerequisites: Geoscience major.

GEOS 590 RESEARCH SEMINAR**3**

Student field, laboratory, and library investigation of a problem in the area of his or her interest in geoscience, the results of which will be presented in oral and written form. Class discussion of the individual papers and of other pertinent topics of current interest in geoscience.

Prerequisite: Geoscience major.

GEOS 592 SPECIAL PROBLEMS IN GEOSCIENCE**1-4**

Independent research project to be performed by the student under the guidance of the faculty.

Prerequisite: Departmental approval.

GEOS 594 RESEARCH IN GEOSCIENCE LITERATURE**1**

Investigation and evaluation of a topic in geoscience under the supervision of a faculty member by: (1) preparing a bibliography from standard sources, including an on-line computer search; and, (2) preparing a report written in standard professional format.

Prerequisite: Geoscience major.

GEOS 658 SEMINAR IN ENVIRONMENTAL GRAPHICS**3**

The use of graphic materials suitable for analyzing, understanding and presenting aspects of the environment through seminar presentation. The preparation of illustrative materials, especially suitable for inclusion in environmental impact statements as well as for public presentation, will be developed by each student as a culminating research project.

Prerequisites: For majors in the College of Science and Mathematics.

GEOS 695 THESIS**4**

In-depth field, laboratory and library investigation of a problem in the area of the student's interest in geoscience; results will be presented in oral and written form culminating in a written thesis.

Prerequisite: Departmental approval.

PHMS 581 COASTAL GEOMORPHOLOGY**4**

Coastlines and their evolution; processes and materials of the coastal zone; shore zone hydrodynamics and sedimentation; beach and barrier systems with special emphasis on the New Jersey shoreline - offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Departmental approval.

PHMS 598 SPECIAL PROBLEMS IN THE MARINE SCIENCES**1-4**

An opportunity for the qualified graduate student to do research in a field of marine science selected under the guidance of a professor. Open only to graduate students who have indicated a potential for original thinking. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisite: Departmental approval.

FINE ARTS

Chairperson: Prof. Daryl Joseph Moore

Director (MFA): Prof. John Czerkowicz

Graduate Coordinator (MA): Dr. Dorothy Heard

MASTER OF FINE ARTS DEGREE IN STUDIO ART (MFA)

The Master of Fine Arts in Studio Art addresses the needs of students who are preparing themselves for careers as artists in the contemporary art world. The Department has designed a flexible program that allows students to work in any MFA studio in any given semester providing that it relates to the student's ongoing project. This gives the student greater access to a diversified faculty. Our program will also include interdisciplinary courses that allow the students and the faculty to introduce concepts that are not rooted in a specific discipline. The focus in all studio courses is working with a particular faculty member/artist.

A Master of Fine Arts degree in Studio Art will be awarded to those students who successfully complete the 60 credit program requiring a minimum of two years of full-time study in residence at the University. The program defines a student as having full-time status if he/she is enrolled for 15 semester hours per semester. All course schedules must be approved by the MFA graduate advisor. While University policy permits students six years to complete the degree, MFA students are strongly encouraged to complete the degree during the two year time period that they are assigned studio space on campus. An extension of course work beyond two years will be considered in exceptional circumstances but studio space will not be provided beyond a two year maximum.

ADMISSION REQUIREMENTS

Applicants to the MFA program will be expected to possess a Bachelor of Fine Arts degree (BFA) or an undergraduate degree with a minimum of 40 semester hours of studio course work, or an MA in Studio Art. Prerequisites will include a minimum of 15 semester hours in art history. Official transcripts of all graduate and undergraduate work and two letters of recommendation are also required. The applicant's ability as an artist and competence in the history of art will be the primary considerations in making the admissions decision. The application file, a portfolio of recent work, and a statement of intent will be reviewed by the MFA committee.

REQUIREMENTS FOR THE MASTER OF FINE ARTS DEGREE IN STUDIO ART (MFA)

	Semester Hours
I. Required Courses (48 semester hours):	
ARCR 501 MFA Seminar in Theory and Criticism I	3
ARCR 601 MFA Seminar in Theory and Criticism II	3
ARST 501 MFA Seminar in Studio Art I	3
ARST 601 MFA Seminar in Studio Art II	3
ARST 502 Independent Study: Independent Studio Work I	3
ARST 506 Special Topics in Studio Art I	3
ARST 507 Special Topics in Studio Art II	3
ARST 508 Independent Study: MFA Research Project I	3
(Or ARST 512 or 514 or 516 or 518 or 520 or 522 or 524 or 526 or 528 or 530 or 532)	
ARST 509 Independent Study: MFA Research Project II	3
(Or ARST 513 or 515 or 517 or 519 or 521 or 523 or 525 or 527 or 529 or 531 or 533)	
ARST 604 Independent Study: Project Criticism I	3
ARST 608 Independent Study: MFA Final Project I	3
(Or ARST 612 or 614 or 616 or 618 or 620 or 622 or 624 or 626 or 628 or 630 or 632)	
ARST 609 Independent Study: MFA Final Project II	3
(Or ARST 613, or 615 or 617 or 619 or 621 or 623 or 625 or 627, or 629, or 631, or 633)	
ARST 650 Independent Study: MFA Exhibition, Paper and Final Review	3
Art History (ARHS 400-600) (a maximum of 6 sh at the 400 level)	9
II. Studio Electives (select 6 semester hours from the following):	
ARST 503 Independent Study: Independent Studio Work II	3
ARST 605 Independent Study: Project Criticism II	3
ARST 606 Special Topics in Studio Art III	3
ARST 607 Special Topics in Studio Art IV	3
ARST — Additional 3 semester hours in <i>Independent Study</i> : MFA Research Project I	
ARST — Additional 3 semester hours in <i>Independent Study</i> : MFA Final Project II	
III. General Electives	6
(Any graduate course, 500 level or above)	
Minimum semester hours	60

MASTER OF ARTS DEGREE IN FINE ARTS (MA) CONCENTRATIONS IN STUDIO AND ART HISTORY

The Master of Arts in Fine Arts allows for a concentration in Studio or Art History. Areas of specialization in Studio are: painting, sculpture, photography, cinematography, drawing, ceramics, printmaking, fiber arts and jewelry. Areas of specialization in art history are: Medieval, Northern Renaissance, Italian Renaissance, Baroque, Neo-classical, Nineteenth Century and Twentieth Century.

ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State University will be followed in respect to this program. Applicants to the Fine Arts Department are required to take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Eligibility for matriculation for a concentration in Studio or Art History requires either an undergraduate degree in fine arts or the equivalent as determined by the art department. Advice concerning all requirements, including art history requirements, dates of portfolio reviews, and suggested portfolio contents may be obtained from the department's graduate advisor.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FINE ARTS (MA)

CONCENTRATION IN STUDIO

	Semester Hours
I. Required Courses (12 Semester Hours):	
ARST 600 Seminar in Art I: Contemporary Art and Aesthetics	3
ARST 610 Seminar in Art II: Graduate Project	3
Art History (400-600 level) (to be selected with the approval of the graduate advisor)	6
II. Specialization (15 semester hours):	
Studio courses 500-600 level with at least 12 semester hours in one studio area (to be selected with the approval of the graduate advisor)	15
III. Free Electives	6
IV. Final Oral Examination and Graduate Project and Paper Review:	
Information concerning this requirement may be obtained from the graduate advisor.	
Minimum semester hours	33

CONCENTRATION IN ART HISTORY

	Semester Hours
I. Required Courses (9 semester hours):	
ARHS 503 Graduate Resources and Methods of Research in the Arts	3
ARHS 600 Master's Thesis I	3
ARHS 610 Master's Thesis II	3
II. Art History Seminars	6
III. Art History Electives	12
To be selected with the approval of the graduate advisor.	
Courses may be chosen from ARHS 400 level (maximum 9 semester hours).	
ARHS 500-600 level courses, as well as ARST 600, ARGS 553 and ARGS 653 by approval of advisor.	
IV. Free Electives	6
Fine Arts courses or courses in other departments. Subjects pertinent to the candidate's concentration in art history are recommended, such as: photography, drawing, painting, sculpture, history, literature, foreign language ,religion, philosophy. To be selected with approval of the graduate advisor.	
V. Final Oral Examination and Thesis Defense.	
Information concerning this requirement may be obtained from the graduate advisor.	
Minimum semester hours:	33

FINE ARTS

MFA in Studio Art Course Descriptions

	Semester Hours
ARCR 501 MFA SEMINAR IN THEORY AND CRITICISM I	3
An appropriate amount of written critical work and relevant required readings will be assigned, accompanied by regular discussions and critiques of student work in progress. Visits to area museums and galleries are required and such material evidenced in the level of conversation and student work. The seminar will be instructed by a visiting art critic. Offered fall semester.	
<i>Prerequisite: MFA majors only. Special fee.</i>	
ARCR 601 MFA SEMINAR IN THEORY AND CRITICISM II	3
Continuation of ARCR 501. Taken serially. Offered Fall semester.	
<i>Prerequisites: ARCR 501, a total of 30 semester hours in MFA degree program (ARCR, ARST, ARHS: 500 level), departmental approval, MFA majors only. Special fee.</i>	

ARST 501 MFA SEMINAR IN STUDIO ART I 3

Weekly seminars given by visiting artists, fine arts faculty and the visiting critic. Discussions on major issues in contemporary art and critiques of the students' ongoing projects. MFA seminars are coordinated by the visiting critic and the MFA Director. Offered Spring semester only.

Prerequisites: 15 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 502 INDEPENDENT STUDY: INDEPENDENT STUDIO WORK I 3

Taken in the first year of the program, the student works independently under the guidance of a visiting or full-time faculty member selected by the student (different from the faculty member engaged in the MFA Research Project). The faculty member should be selected based on his/her particular interest in the student's Research Project.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 503 INDEPENDENT STUDY: INDEPENDENT STUDIO WORK II 3

Continuation of ARST 502. Taken serially.

Prerequisites: ARST 502; departmental approval; MFA majors only. Special fee.

ARST 506 SPECIAL TOPICS IN STUDIO ART I 3

Each course is a seminar/workshop experience which addresses a specific topic in the visual arts. Topics may be interdisciplinary in nature or speak to a particular studio discipline and may include an investigation of new media and processes. The topic for each course will be announced at registration time.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 507 SPECIAL TOPICS IN STUDIO ART II 3

Taken serially. Each course addresses a new topic in the visual arts. Topics should not be repeated.

Prerequisites: ARST 506; departmental approval; MFA majors only. Special fee.

**ARST 508 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
PAINTING**

The student will be guided toward the development of a consistent body of work. Exploration of a variety of approaches and techniques will be encouraged in order that the student can most fully realize his/her personal artistic aims.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 509 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
PAINTING**

Continuation of ARST 508. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 512 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
DRAWING**

This course allows the student to begin focusing on drawing as a fine art. It will explore the major applications of a variety of graphic media while stressing the drawing as a mode or art form unto itself.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 513 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
DRAWING

Continuation of ARST 512. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 514 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
PRINTMAKING

The student begins to research and develop a creative project under the guidance of a faculty mentor selected by the student. The student may work with traditional and nontraditional printmaking processes resulting in multiples or unique images such as monoprints.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 515 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
PRINTMAKING

Continuation of ARST 514. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 516 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
PAPERMAKING

Individualized creative studies for the MFA candidate whose progress is reviewed weekly by a faculty mentor. Areas of inquiry include, but are not limited to: coloration, casting, sheet formation, etc.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 517 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
PAPERMAKING

Continuation of ARST 516. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 518 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
PHOTOGRAPHY

Individualized creative studies in photography under the guidance of a faculty mentor. Areas of inquiry include black and white, color, non-silver and multi-media applications in photography.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 519 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
PHOTOGRAPHY

Continuation of ARST 518. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 520 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
FILMMAKING

This course is intended to assist the advance student in developing unique and individualized approaches in motion picture making. Emphasis will be placed on exploration and experimentation in the production of short works.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 521 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
FILMMAKING

Continuation of ARST 520. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 522 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
VIDEO**

Students produce video projects in 3/4 inch format, utilizing state-of-the-art facilities at the DuMont Television Center, including full three-camera studio set up, special effects, telecine, sound mixes and editing.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 523 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
VIDEO**

Continuation of ARST 522. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 524 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
SCULPTURE**

The course is intended to allow the MFA candidate to explore a select variety of issues and media in the arena of sculpture. The specific concerns considered will be derived from close consultation between the student and his faculty mentor.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 525 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
SCULPTURE**

Continuation of ARST 524. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 526 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
CERAMICS**

Research and development of a creative project under the guidance of a faculty mentor.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 527 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
CERAMICS**

Continuation of ARST 526. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 528 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
FIBER**

Individualized creative studies for the MFA candidate whose progress is reviewed weekly by a faculty mentor. Areas of inquiry include on-loom, off-loom, surface design, textile design, felt, leather, wood, plastics, etc.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 529 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
FIBER**

Continuation of ARST 528. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 530 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
JEWELRY/METALSMITHING**

Research and development of a creative project under the guidance of a faculty mentor.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 531 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: JEWELRY/METALSMITHING 3

Continuation of ARST 530. Taken serially.

Prerequisites: Departmental approval; MFA majors only. *Special fee.*

ARST 532 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: MULTI-MEDIA 3 OR 6

The student begins to research and develop a multi-media creative project under the guidance of a faculty mentor selected by the student. The project may include the investigation of a combination of traditional visual arts media, interdisciplinary media or new media.

Prerequisites: Departmental approval; MFA majors only. *Special fee.*

ARST 533 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: MULTI-MEDIA 3

Continuation of ARST 532. Taken serially.

Prerequisites: ARST 532; departmental approval; MFA majors only. *Special fee.*

ARST 601 MFA SEMINAR IN STUDIO ART II 3

Continuation of ARST 501. Taken serially. Offered spring only.

Prerequisites: ARST 501; 45 semester hours in MFA degree program; departmental approval, MFA majors only. *Special fee.*

ARST 604 INDEPENDENT STUDY: PROJECT CRITICISM I 3

Individualized guidance and critique of the student's final project by a second full-time faculty member on the student's project committee (not to be taken with the student's project advisor).

Prerequisites: 30 semester hours in MFA degree program (ARCR, ARST, ARHS: 500 level), taken with MFA Final Project I or II; departmental approval; MFA majors only. *Special fee.*

ARST 605 INDEPENDENT STUDY: PROJECT CRITICISM II 3

Continuation of ARST 604. Taken serially.

Prerequisites: ARST 604; departmental approval; MFA majors only. *Special fee.*

ARST 606 SPECIAL TOPICS IN STUDIO ART III 3

Taken serially. Each course addresses a new topic in the visual arts. Topics should not be repeated.

Prerequisites: ARST 507; departmental approval; MFA majors only. *Special fee.*

ARST 607 SPECIAL TOPICS IN STUDIO ART IV 3

Taken serially. Each course addresses a new topic in the visual arts. Topics should not be repeated.

Prerequisites: ARST 606; departmental approval; MFA majors only. *Special fee.*

ARST 608 INDEPENDENT STUDY: MFA FINAL PROJECT I: PAINTING 3

Intended as an opportunity for the MFA candidate to produce a body of original and cohesive work under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 609.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. *Special fee.*

ARST 609 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
PAINTING

The MFA candidate continues to develop a body of work under the guidance of his/her project advisor. The sequence of Final Project I and II will culminate in the MFA Thesis Exhibition which will demonstrate the candidate's abilities and level of artistic achievement.

Prerequisites: ARST 608; departmental approval; MFA majors only. *Special fee.*

Corequisites: ARST 604 or 605, ARST 650.

ARST 612 INDEPENDENT STUDY: FINAL PROJECT I: DRAWING 3

The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 613.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. *Special fee.*

ARST 613 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
DRAWING

The student continues to develop a body of work under the guidance of his/her project advisor, concluding with the MFA Exhibition. This course will bring to fruition the students research and exploration of the various approaches to drawing., They will reach certain conclusions evidenced in their work about the possibilities of the art form and their personal use of graphic modes of expression.

Prerequisites: ARST 612; departmental approval; MFA majors only. *Special fee.*

Corequisites: ARST 604 or 605, ARST 650.

ARST 614 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
PRINTMAKING

The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 615.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. *Special fee.*

ARST 615 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
PRINTMAKING

The student continues to develop a body of work under the guidance of his/her project advisor, concluding with the MFA Exhibition.

Prerequisites: ARST 614; departmental approval; MFA majors only. *Special fee.*

Corequisites: ARST 604 or 605, ARST 650.

ARST 616 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
PAPERMAKING

The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 617.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. *Special fee.*

ARST 617 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
PAPERMAKING

The student continues to develop a body of work under the guidance of his/her project advisor, concluding with the MFA Exhibition.

Prerequisites: ARST 616; departmental approval; MFA majors only. *Special fee.*

Corequisites: ARST 604 or 605, ARST 650.

ARST 618 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
PHOTOGRAPHY

Individualized creative study for the MFA candidate under the guidance of a project advisor selected by the student. Areas of inquiry include black and white, color, non-silver and multimedia applications in photography. Must be taken as a two semester sequence with ARST 615.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 619 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
PHOTOGRAPHY

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 618; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 620 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
FILMMAKING

This course is intended to assist the advanced MFA candidate develop a unique and individualized approach to his/her final project. Must be taken as a two semester sequence with ARST 621.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 621 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
FILMMAKING

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 620; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 622 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
VIDEO

Individualized creative study for the MFA candidate under the guidance of a project advisor. Students produce video projects utilizing state-of-the-art facilities at the DuMont Television Center. Must be taken as a two semester sequence with ARST 623.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 623 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
VIDEO

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 622; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 624 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
SCULPTURE

The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 625.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 625 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
SCULPTURE

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 624; departmental approval; MFA majors only. *Special fee.*

Corequisites: ARST 604 or 605, ARST 650.

ARST 626 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
CERAMICS

Development of a creative project based on each student's personal artistic interest/imagery under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 627.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. *Special fee.*

ARST 627 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
CERAMICS

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 626; departmental approval; MFA majors only. *Special fee.*

Corequisites: ARST 604 or 605, ARST 650.

ARST 628 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
FIBER FORMS

Individualized creative study for the MFA candidate whose progress is guided by a project advisor selected by the student. Areas of inquiry include on-loom, off-loom, surface design, textile design, felt, leather, wood, plastics, etc. Must be taken as a two semester sequence with ARST 629.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. *Special fee.*

ARST 629 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
FIBER FORMS

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 628; departmental approval; MFA majors only. *Special fee.*

Corequisites: ARST 604 or 605, ARST 650.

ARST 630 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
JEWELRY/METALSMITHING

The student develops a creative project under the guidance of a project advisor, selected by the student. Must be taken as a two semester sequence with ARST 631.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. *Special fee.*

ARST 631 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
JEWELRY/METALSMITHING

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 630; departmental approval; MFA majors only. *Special fee.*

Corequisites: ARST 604 or 605, ARST 650.

ARST 632 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
MULTI-MEDIA

The student develops a multi-media creative project under the guidance of a project advisor selected by the student. The project may include the investigation of the combination of traditional visual media, interdisciplinary media or new media. Must be taken as a two semester sequence with ARST 633.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 633 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
MULTI-MEDIA

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 632; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 650 INDEPENDENT STUDY: MFA EXHIBITION. 3
PAPER AND FINAL REVIEW

Independent study with the project advisor. In the final semester of the program the student is required to exhibit his/her final project and present a paper which describes his/her aesthetic position. The exhibition and paper will be reviewed by the student's project committee.

Prerequisites: 45 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

Corequisite: MFA Final Project II

ARST 651 INDEPENDENT STUDY: MFA PROJECT EXTENSION 2

Continuation of ARST 650. Must be taken if an incomplete grade is received in ARST 650. Independent study with the project advisor. The fee for 2 semester hours will be charged to the student but no credit will be given and no grade will appear on the transcript. This course may be repeated two times to complete the MFA project.

Prerequisites: Departmental approval; MFA majors only. Special fee.

MA in Fine Arts
Concentration in Art History
Course Descriptions

		Semester Hours
ARHS 503	GRADUATE RESOURCES AND METHODS OF RESEARCH IN THE ARTS	3

Introduction to the approaches, methods and goals of art-historical research, including descriptive, bibliographic, stylistic, and iconographic analysis.

ARHS 579 THEORIES OF MEDIEVAL AND EARLY RENAISSANCE ART 3

The ways in which art theory and methods of study affect our understanding of Medieval and Early Renaissance art will be the focus of this seminar. Topics to be discussed: the historiography of the two fields, nationalism in art historical studies, the social history of art, feminist interpretations, reception theory, semiotics, museum display, Panofsky, and Shapiro. Class discussions based on readings and student presentations.

Prerequisite: Departmental approval.

ARHS 580 THE AMERICAN COLLECTOR AND NEW YORK MUSEUMS 3

The history of American art collecting is studied using the private collections that are now incorporated into museums in New York City. The contents of these collections, the ways they are housed, and the role of museum as educational institution will be examined in light of social and cultural ideals. Discussions based on readings and field trips.

Prerequisite: Departmental approval.

ARHS 581 SELECTED WRITINGS BY ARTISTS ON ART 3

A selection of writings by artists on art are presented, including theoretical writings, excerpts from diaries and letters, manifestoes, interviews, etc. The class is designed as a seminar focusing on analysis, interpretation, and discussion of these primary sources.

Prerequisite: Departmental approval.

ARHS 590 MODERN PHILOSOPHIES OF ART I 3

Major writers in art in the nineteenth and twentieth centuries. The nature of the creative experience; art in the life of the individual and of society; the creative process; new materials; institutions and sentiments affecting current thinking in the field. Discussions based on readings of philosophers, poets, social scientists and psychologists.

ARHS 591 MODERN PHILOSOPHIES OF ART II 3

The writings of 19th and 20th century artists and their interpreters; such works as the "Futurist's Manifesto" and Kandinsky's "The Spiritual in Art".

ARHS 592 SELECTED PROBLEMS ART HISTORY I 3

Art problems, iconographic topics and themes of a historic, social and philosophical nature. Topic selection will depend upon the special areas of the professor or guest professor invited for the semester.

Prerequisite: Departmental approval.

ARHS 593 SELECTED PROBLEMS ART HISTORY II 3

Continuation of ARHS 592. Taken serially.

Prerequisite: ARHS 592.

ARHS 594 NORTHERN RENAISSANCE ART 3

15th and 16th century paintings in northern Europe - especially Italy, Flanders and Holland; the development of Realism and style in relation to social change and the general ideas of the period, including contemporary music. Jan Van Eyck, Van der Weyden, Bosch, Peter Breughel and Matthias Gruenewald.

Prerequisite: Departmental approval.

ARHS 600 MASTER'S THESIS I 3

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

Prerequisite: Departmental approval.

ARHS 610 MASTER'S THESIS II 3

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

Prerequisite: Departmental approval.

ARHS 680 FIELD TRIP IN ART HISTORY**2 - 6**

Travel courses to art sources in the United States and foreign countries not to exceed six graduate credits. First-hand contact with the historic art forms of the places visited and study of their monuments and works in their museums and galleries. Subject(s) to be defined by the professor. May be repeated for a maximum of twelve credits.

Prerequisite: Departmental approval.

**MA in Fine Arts
Concentration in Studio
Course Descriptions**

	Semester Hours
ARCE 500 GRADUATE CERAMICS: POTTERY AND SCULPTURE I	3
Experimentation with the potter's wheel; handbuilding methods of forming; further experimentation with clay compositions, glazes and methods of firing. Advanced students will be responsible for developing craftsmanship and a personal idiom.	
<i>Prerequisites: Departmental approval. Special fee.</i>	
ARCE 510 GRADUATE CERAMICS: POTTERY AND SCULPTURE II	3
Continuation of ARCE 500. Taken serially.	
<i>Prerequisites: Departmental approval. Special fee.</i>	
ARCE 600 GRADUATE CERAMICS: POTTERY AND SCULPTURE III	3
Continuation of ARCE 510. Taken serially.	
<i>Prerequisites: Departmental approval. Special fee.</i>	
ARCE 610 GRADUATE CERAMICS: POTTERY AND SCULPTURE IV	3
Continuation of ARCE 600. Taken serially. May be repeated for a maximum of nine credits.	
<i>Prerequisites: Departmental approval. Special fee.</i>	
ARDW 501 GRADUATE LIFE DRAWING I	3
Advanced problems in drawing based upon a study of the human figure.	
<i>Prerequisite: Special fee.</i>	
ARDW 511 GRADUATE LIFE DRAWING II	3
Continuation of ARDW 501. Taken serially.	
<i>Prerequisite: ARDW 501. Special fee.</i>	
ARDW 601 GRADUATE LIFE DRAWING III	3
Continuation of ARDW 511. Taken serially.	
<i>Prerequisite: ARDW 511. Special fee.</i>	
ARDW 611 GRADUATE LIFE DRAWING IV	3
Continuation of ARDW 601. Taken serially. May be repeated for a maximum of nine credits.	
<i>Prerequisite: ARDW 601. Special fee.</i>	

ARED 501 CONTEMPORARY VIEWPOINTS IN ART EDUCATION 3

A study of art literature which influences art educators in their teaching. Readings will be in papers and books selected from philosophy, sociology, psychology and aesthetics which deal primarily with various classifications within the discipline. The practical implementation with the educational setting, will be analytically discussed.

ARED 502 ADVANCED CURRICULUM CONSTRUCTION 3
IN ART EDUCATION

For students with interest in curriculum construction or revision, both in the elementary and secondary programs. Evaluation of curricular materials in use in New Jersey and throughout the country in terms of principles of curriculum construction.

ARED 505 SUPERVISION AND EVALUATION IN ART EDUCATION 3

Supervisory methods and techniques for the experienced art teacher. Current and analogous supervisory data will be included. Will be based on state criteria and ways of evaluating from creative viewpoints.

ARFI 500 GRADUATE FORM IN FIBER I 3

Designing with simple and four harness floor looms in a variety of techniques and materials. Taken serially.

Prerequisites: Departmental approval. Special fee.

ARFI 510 GRADUATE FORM IN FIBER II 3

Primary emphasis on designing with simple and four harness table and floor looms. A variety of techniques and materials. Taken serially.

Prerequisite: ARFI 500. Special fee.

ARFI 522 GRADUATE DECORATION OF FABRICS I 3

Survey course in all aspects of fabric embellishment; tie-dye, batik, blockprint, tritik discharge, silkscreen printing, 3M matrix, etc. Taken serially.

Prerequisite: Special fee.

ARFI 524 GRADUATE OFF-LOOM TEXTILES I 3

Development of forms through a variety of off-loom techniques used singly or in combination. Taken serially.

ARFI 532 GRADUATE DECORATION OF FABRICS II 3

Continuation of ARFI 522. Taken serially.

Prerequisite: ARFI 522. Special fee.

ARFI 534 GRADUATE OFF-LOOM TEXTILES II 3

Continuation of ARFI 524. Taken serially. Fabric embellishment which was begun in graduate Decoration of Fabric I, II, III.

Prerequisite: ARFI 524.

ARFI 580 GRADUATE PROBLEMS IN TEXTILE RESEARCH 3

The effect of centuries of textile traditions on the modern fiber artist.

ARFI 600 GRADUATE FORM IN FIBER III 3

Continuation of ARFI 510. Taken serially.

Prerequisite: ARFI 510. Special fee.

- ARFI 610 GRADUATE FORM IN FIBER IV 3**
Continuation of ARFI 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARFI 600. Special fee.
- ARFI 622 GRADUATE DECORATION OF FABRIC III 3**
Continuation of ARFI 532. Taken serially.
Prerequisite: ARFI 532. Special fee.
- ARFI 624 GRADUATE OFF-LOOM TEXTILES III 3**
Intensive consideration of all fiber construction techniques that do not depend on the loom; choice of one technique for intensive study. Taken serially.
Prerequisite: ARFI 534
- ARFI 632 GRADUATE DECORATION OF FABRIC IV 3**
Continuation of ARFI 622. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARFI 622. Special fee.
- ARFI 634 GRADUATE OFF-LOOM TEXTILES IV 3**
Intensive work in a chosen non-loom textile technique, e.g., knotting. Taken serially. May be repeated for a maximum of nine credits.
Prerequisites: ARFI 600.
- ARFM 500 GRADUATE CINEMATOGRAPHY I 3**
Techniques, materials and theories of motion picture production for visually experienced students.
Prerequisite: Departmental approval. Special fee.
- ARFM 510 GRADUATE CINEMATOGRAPHY II 3**
Continuation of ARFM 500. Taken serially.
Prerequisite: ARFM 500. Special fee.
- ARFM 580 FILM AS A VISUAL ART 3**
An understanding of the development of the motion picture as an art form. Viewing, analysis, reading, and/or actual participation in the production of film images.
Prerequisite: Departmental approval.
- ARFM 600 GRADUATE CINEMATOGRAPHY III 3**
Continuation of ARFM 510. Taken serially.
Prerequisite: ARFM 510. Special fee.
- ARFM 610 GRADUATE CINEMATOGRAPHY IV 3**
Continuation of ARFM 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARFM 600. Special fee.
- ARGD 500 GRADUATE GRAPHIC DESIGN I 3**
Techniques and principles of design of printed matter and displays, elements of layout, illustration, typography, printing process, and preparation of copy for the printer.
Prerequisite: Departmental approval. Special fee.
- ARGD 510 GRADUATE GRAPHIC DESIGN II 3**
Continuation of ARGD 500. Taken serially.
Prerequisite: ARGD 500 or instructor's permission. Special fee.

- ARGD 521 GRADUATE TYPOGRAPHY I** 3
 Styles and techniques of lettering applied in such forms as manuscripts, signs, posters, display and advertising layout. Brief introduction to typography.
Prerequisite: Departmental approval.
- ARGD 531 GRADUATE TYPOGRAPHY II** 3
 Continuation of ARGD 521. Taken serially.
Prerequisite: ARGD 521.
- ARGS 553 INDEPENDENT STUDY, GRADUATE I** 1-8
 Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work are developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen media. Credits to be arranged. May be repeated for a maximum of nine credits.
Prerequisite: Departmental approval.
- ARGS 560 GRADUATE VISUAL ARTS WORKSHOP** 1 - 12
 Selected studio topics which represent current concerns within the contemporary world of the visual arts. May be repeated for credit.
Prerequisite: Departmental approval. Special fee.
- ARGS 653 INDEPENDENT STUDY, GRADUATE II** 1 - 8
 Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen medium. Credits to be arranged. May be repeated for a maximum of nine credits.
Prerequisite: Departmental approval.
- ARGS 680 FIELD TRIP IN STUDIO** 2 - 6
 Travel courses to art sources in the United States and foreign countries not to exceed six graduate credits. First hand contact with the historic art forms of the places visited and with artists and craftsmen. Each student selects an area of study in which the places visited have rich art sources. As preparation for the course, the student outlines a chosen study problem, reads background material, and lists sources they expect to utilize. Subject(s) to be defined by the professor. May be repeated for a maximum of twelve credits.
Prerequisite: Departmental approval.
- ARMJ 500 GRADUATE METALWORK AND JEWELRY I** 3
 Designing jewelry and small sculpture in varied metals; the techniques of flat sheet metal and casting.
Prerequisites: Departmental approval. Special fee.
- ARMJ 510 GRADUATE METALWORK AND JEWELRY II** 3
 Continuation of ARMJ 500. Taken serially.
Prerequisite: ARMJ 500. Special fee.
- ARMJ 600 GRADUATE METALWORK AND JEWELRY III** 3
 Continuation of ARMJ 510. Taken serially.
Prerequisite: ARMJ 510. Special fee.

- ARMJ 610 GRADUATE METALWORK AND JEWELRY IV** 3
 Designing jewelry and small sculpture in varied metals. The techniques of flat sheet metal and casting. Continuation of ARMJ 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARMJ 600. Special fee.
- ARPA 500 GRADUATE PAINTING I** 3
 Studio in painting to further the creative expression and technical knowledge of the student in various painting media. Personal and professional development through studio work, trips and the study of the contemporary artists.
Prerequisite: Departmental approval. Special fee.
- ARPA 510 GRADUATE PAINTING II** 3
 Continuation of ARPA 500. Taken serially.
Prerequisite: ARPA 500. Special fee.
- ARPA 600 GRADUATE PAINTING III** 3
 Continuation of ARPA 510. Taken serially.
Prerequisite: ARPA 510. Special fee.
- ARPA 610 GRADUATE PAINTING IV** 3
 Continuation of ARPA 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARPA 600. Special fee.
- ARPG 520 GRADUATE INTRODUCTION TO PAPERMAKING** 3
 An introduction to Western methods of hand papermaking as an art form including historic principles and current applications.
Prerequisite: Special fee.
- ARPG 530 GRADUATE INTERMEDIATE PAPERMAKING I** 3
 Pigment and pulp preparation and vacuum table sheet forming.
Prerequisite: ARPG 520. Special fee.
- ARPG 620 GRADUATE ADVANCED PAPERMAKING** 3
 Independent historical research combined with contemporary studio work. May be repeated for a maximum of nine credits.
Prerequisite: ARPG 530. Special fee.
- ARPH 500 GRADUATE PHOTOGRAPHY BEGINNING I:
 A CONTEMPORARY ART FORM** 3
 Provides for the in-depth study and practice of photography as a visual language. Encourages exploration beyond the camera through studio work, discussions, criticism, films, trips and demonstrations.
Prerequisites: Departmental approval. Special fee.
- ARPH 510 GRADUATE PHOTOGRAPHY BEGINNING II:
 A CONTEMPORARY ART FORM** 3
 The essential of the photographic process including developing, enlarging, portfolio creation, exhibition, trips, videos, discussion, lecture, critiques, and demonstrations. A continuation of ARPH 500.
Prerequisite: ARPH 500. Special fee.

- ARPH 600 GRADUATE INTERMEDIATE PHOTOGRAPHY: 3**
A CONTEMPORARY ART FORM
 Workshop, discussion, lectures, criticism, demonstrations: photography for self expression and greater visual awareness. Creative controls, craftsmanship, perception, presentation and the fine points will be investigated.
Prerequisite: ARPH 510. Special fee.
- ARPH 610 GRADUATE ADVANCED PHOTOGRAPHY: 4**
A CONTEMPORARY ART FORM
 Workshop, discussion, lecture, demonstrations, criticism: photography as an intensive learning experience. Light sensitive materials, controls, photographic approach, selection, zinc system and view camera will be investigated. May be repeated for a maximum of nine credits.
Prerequisite: ARPH 600. Special fee.
- ARPH 660 GRADUATE SPECIAL PROCESSES 4**
IN PHOTOGRAPHY
 Investigation of nontraditional light sensitive materials for use in the photographic image making process. Extending traditional boundaries of photography through new tools that permit greater manipulation: gum bichromate, cyanotype, platinum, photo etching, and others will be investigated.
Prerequisite: ARPH 610.
- ARPM 500 GRADUATE PRINTMAKING I 3**
 Advanced work in various print processes; emphasis on the development of images and concepts as they relate to the printmaking media.
Prerequisite: Departmental approval. Special fee.
- ARPM 510 GRADUATE PRINTMAKING II 3**
 Continuation of ARPM 500. Taken serially.
Prerequisite: ARPM 500. Special fee.
- ARPM 600 GRADUATE PRINTMAKING III 3**
 Continuation of ARPM 510. Taken serially.
Prerequisite: ARPM 510. Special fee.
- ARPM 610 GRADUATE PRINTMAKING IV 3**
 Continuation of ARPM 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARPM 600. Special fee.
- ARSC 500 GRADUATE SCULPTURE I 3**
 The student explores independently one or two materials and techniques, and begins to find direction as a sculptor.
Prerequisite: Departmental approval. Special fee.
- ARSC 510 GRADUATE SCULPTURE II 3**
 Continuation of ARSC 500. Taken serially.
Prerequisite: ARSC 500. Special fee.
- ARSC 600 GRADUATE SCULPTURE III 3**
 Continuation of ARSC 510. Taken serially.
Prerequisite: ARSC 510. Special fee.

ARSC 610 GRADUATE SCULPTURE IV 3

Continuation of ARSC 600. Taken serially. May be repeated for a maximum of nine credits.

Prerequisite: ARSC 600. Special fee.

ARST 600 SEMINAR IN ART I: CONTEMPORARY ART AND AESTHETICS 3

This course involves the graduate student in a consideration of major issues in contemporary art and aesthetics.

ARST 610 SEMINAR IN ART II: GRADUATE PROJECT 3

A continuation of ARST 600. Should be taken in the student's last semester along with the completion of the Graduate Project.

Prerequisite: ARST 600. Special fee.

ARTH 560 STUDIO TECHNIQUES IN ART THERAPY 3

The development of a repertoire of art therapy skills in various media to facilitate meeting the expressive needs in art therapy settings. May be repeated for credit.

Prerequisite: Departmental approval.

ARTH 562 ART THERAPY PRACTICUM I 3

Integration of field and academic experiences. Each student will work with a selected client in an appropriate professional setting (300 hours), and prepare a weekly case presentation for class discussion and critique as well as a written case study.

Prerequisite: ARTH 560.

ARTH 580 GRADUATE INTRODUCTION TO ART THERAPY 3

Introduction to the historical and theoretical bases of art therapy as a profession. Exploration of the literature of art therapy and of current trends in the field.

Prerequisite: Special fee.

ARTH 662 ART THERAPY PRACTICUM II 3

Continuation of ARTH 562. Each student will work with a selected client in an appropriate professional setting other than that in which student worked in Art Therapy Practicum I (300 hours). Treatment design and case presentations will be submitted for weekly discussion and critique.

Prerequisite: ARTH 562.

FRENCH

Chairperson: Dr. Lois Oppenheim

Graduate Advisor: Dr. Elizabeth Emery

The graduate program in French is designed to prepare students for both teaching and research in language and literature. A Master of Arts degree opens opportunities to teach in both community colleges and high schools, and provides a solid foundation for students interested in continuing their studies toward a Doctor of Philosophy degree. Graduate training in French is also increasingly useful for positions in government and industries concerned with French-speaking areas of the world.

ADMISSION REQUIREMENTS

Admission is open to students who hold a bachelor's degree and have completed at least 24 semester hours of undergraduate French or its equivalent. Students applying for admission must satisfy the standard University requirements for admission to graduate study.

After acceptance, the candidates will consult the graduate advisor to plan their programs. The course program must be approved by the graduate advisor each semester before registration. Courses will be offered on a rotating basis to allow diversity of offerings. Please consult department chairperson for details.

Individuals holding the bachelor's degree and showing an adequate proficiency in French may enroll in graduate courses, even though they do not wish to enter the Master of Arts program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FRENCH

		Semester Hours
I.	Required Courses	6
	FREN 508 Explication de Texte and Stylistic Analysis	3
	FREN 603 Research Seminar	3
	(Waived if student elects to write a thesis)	
	One course in the literature of each century to be selected from the following French electives:	
II.	French Electives:	
	FREN 505 History of the French Language	3
	FREN 506 Advanced French Phonetics	3
	FREN 507 Practicum in Translation	3
	FREN 509 Critical Approaches to Literature	3
	FREN 511 Medieval French Literature	3
	FREN 513 Medieval French Theatre	3
	FREN 516 French Humanism in the Sixteenth Century	3
	FREN 517 Poetry of the Renaissance	3
	FREN 525 Moralists of the Seventeenth Century	3
	FREN 526 Corneille, Racine and Moliere	3

FREN 527	Selected Topics in Seventeenth Century French Literature	3
FREN 530	Philosophy and Politics in Eighteenth Century France	3
FREN 531	The Development of the Novel in Eighteenth Century France	3
FREN 532	Eighteenth Century Seminar	3
FREN 538	French Novel of the Nineteenth Century I	3
FREN 539	French Novel of the Nineteenth Century II	3
FREN 540	Nineteenth Century French Poetry	3
FREN 542	Twentieth Century French Theatre	3
FREN 543	Twentieth Century French Poets	3
FREN 544	Twentieth Century French Novel I	3
FREN 545	Twentieth Century French Novel II	3
FREN 546	Twentieth Century Seminar	3
FREN 547	Francophone Literature	3
FREN 548	Contemporary French Civilization: Selected Topics	3
III.	Free Electives	6
IV.	Thesis (Optional)	
	FREN 600 Thesis Writing	4
V.	Comprehensive Examination: One session	

All candidates for the master's degree must pass a comprehensive examination designed to test critical ability and familiarity with major works of French literature. Before registering for the comprehensive examination students must have completed all their course work (with the exception of the 603 Research Seminar) and have satisfied the requirement of having taken 1 course on the literature of each century.

The examination is based on a reading list and course content.

Minimum: 33 semester hours.

FRENCH

Course Descriptions

	Semester Hours
FREN 500 FRENCH AS A RESEARCH TOOL	3
Learning to read French as a tool for research (a "service" course for MA candidates in other departments).	
FREN 505 HISTORY OF THE FRENCH LANGUAGE	3
Structures of modern French as outcome of linguistic and cultural processes over 2,000 years.	
FREN 507 PRACTICUM IN TRANSLATION	3
Basic principles and theory of translation with emphasis on research techniques.	
<i>Prerequisite: Adequate competency in the language for the purpose of translation training. Special fee.</i>	

FREN 508 EXPLICATION DE TEXTE AND STYLISTIC ANALYSIS 3

Techniques of "explication de texte and stylistic analysis" as an instrument for development of critical reading ability, and as pedagogical tool for teaching literature as well as language through literature.

FREN 509 CRITICAL APPROACHES TO LITERATURE 3

Fundamental notions of contemporary French literary criticism; theory and practice.

FREN 510 TOPICS IN FRENCH LINGUISTICS 3

Changing topics to include in-depth studies of subjects in French sociolinguistics, syntax, pragmatics, and applied linguistics.

FREN 511 MEDIEVAL FRENCH LITERATURE 3

French literature from ninth through fifteenth centuries emphasizing the "Chanson de geste" and the "Roman courtois."

FREN 513 MEDIEVAL FRENCH THEATRE 3

Origins and development of theatre in France during the Middle Ages.

FREN 516 FRENCH HUMANISM IN 16TH CENTURY 3

Humanistic ideals as reflected in the works of Rabelais, Montaigne and other authors.

FREN 517 POETRY OF THE RENAISSANCE 3

Major works of Marot, Ronsard, Du Bellay, and other poets of the Pleiade.

FREN 525 MORALISTS OF THE 17TH CENTURY 3

Representative works of Descartes, Pascal, La Rochefoucauld, Saint Simon, La Bruyere, and other authors.

FREN 526 CORNEILLE, RACINE AND MOLIERE 3

Dramatic art as reflected in representative plays of the three authors.

FREN 527 SELECTED TOPICS IN 17TH CENTURY FRENCH LITERATURE 3

Changing topics to include in-depth studies of individual authors and themes.

FREN 530 PHILOSOPHY AND POLITICS IN 18TH CENTURY FRANCE 3

Impact of the "philosophes" on religious, political and sociological thought.

FREN 531 THE DEVELOPMENT OF THE NOVEL IN 18TH CENTURY FRANCE 3

Study of the social and historical context of a novel and its particular form (e.g. epistolary, episodic, etc.)

FREN 532 18TH CENTURY SEMINAR 3

Changing topics to include in-depth studies of individual authors, themes and genre topics.

FREN 536 THE ROMANTIC MOVEMENT 3

The origins and development of Romanticism in England and Germany are compared with the later triumph of the movement in France. Representative works of Chateaubriand, Goethe, Novalis, Kleist, Hoffmann, Heine, Musset, and Nerval are studied, and their themes compared with those of the English romantics. (Taught in English. Recommended to French majors as a free elective.) Cross listed with English, ENLT 536.

FREN 537	19TH CENTURY FRENCH THEATRE	3
Hugo's dramatic theories and their application in representative plays.		
FREN 538	FRENCH NOVEL OF 19TH CENTURY I	3
Insight into major works of Balzac and Stendhal.		
FREN 539	FRENCH NOVEL OF 19TH CENTURY II	3
Insight into major works of Flaubert and Zola.		
FREN 540	19TH CENTURY FRENCH POETRY	3
Development of French poetry from Romanticism to Symbolism.		
FREN 542	20TH CENTURY FRENCH THEATRE	3
Major modern currents and trends in drama.		
FREN 543	20TH CENTURY FRENCH POETS	3
Within a general developmental context, emphasis upon thematics, and structural analysis of work of Apollinaire, Reverdy, Char, Eluard and Bonnefoy.		
FREN 544	20TH CENTURY FRENCH NOVEL I	3
Evolution of the French novel from Proust to Camus.		
FREN 545	20TH CENTURY FRENCH NOVEL II	3
Evolution of the French novel from the "New Novel" of the 50s to contemporary French writing.		
FREN 546	20TH CENTURY SEMINAR	3
Changing topics on twentieth century French literature.		
FREN 547	FRANCOPHONE LITERATURE	3
Major Francophone writings outside continental France.		
FREN 548	CONTEMPORARY FRENCH CIVILIZATION - SELECTED TOPICS	3
Study of institutions and culture of contemporary France.		
FREN 600	THESIS WRITING	4
This course provides the opportunity for students to write an M.A. thesis. Course includes preparation of proposal, research and write-up of thesis, and oral presentation of findings. Students must complete at least 30 semester hours of course work before beginning the thesis. Thesis guidelines of the Graduate School of Montclair State University will govern all stages of the project.		
FREN 603	RESEARCH SEMINAR	3
Opportunity to apply research techniques to a specific topic of the student's choice.		
FREN 604	RESEARCH SEMINAR CONTINUATION	1
This course allows students who have not completed the semester-long FREN 603 (Research Seminar) to finish it during additional semesters. May be repeated up to a total of 4 credits.		

GEOSCIENCE

Chairperson: Dr. Jonathan M. Lincoln

Graduate Advisor: Dr. Duke U. Ophori

The graduate programs in Geoscience are designed to enable the student to pursue further study in the various areas of the Department for professional or personal reasons, to further his preparation for the teaching profession, or for a career requiring advanced training.

For the arts and science student, a graduate program is designed to give opportunity for in-depth study in the broad field of Geoscience (geology). The program provides sufficient flexibility through electives so that emphasis in (1) environmental geology, (2) metamorphic and igneous geology, (3) sedimentology, stratigraphy, and paleobiology or (4) oceanography and marine geology is possible. Most of the courses for the oceanography and marine geology emphasis will be taken at the various sites of the New Jersey Marine Science Consortium during the summer.

ADMISSION REQUIREMENTS

Prior to matriculation the student should have completed a subject matter background of at least twenty-four semester hours in the area of specialization, as well as sufficient background, in related sciences and basic mathematics. In cases of a weak undergraduate background, prerequisite courses, not for graduate credit, may be assigned.

Candidates must fulfill the other criteria for graduate matriculation as listed in this bulletin (Admission to Graduate Study). Each candidate's background and credentials must be approved by the graduate advisor for the department.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN GEOSCIENCE

Thirty-two semester hours are required, but additional hours may be required to compensate for any deficiencies in the applicant's undergraduate record.

Degree candidates employed in the field of education may use six semester hours of free electives for graduate courses in the area of professional education.

I.	Core Courses	12
	GEOS 530 Paleoeecology	3
	GEOS 543 Advanced Mineralogy	3
	GEOS 560 Advanced Marine Geology	3
	GEOS 658 Seminar in Environmental Graphics	3
II.	Geoscience Electives	10
III.	Free Electives	6

IV.	Research - One of the two options below:	
	A. Option A	
	GEOS 695 Thesis	4
	B. Option B	
	GEOS 590 Research Seminar in Geoscience	3
	GEOS 594 Research in Geoscience Literature	1
V.	Comprehensive Examination - Required, no credit.	
		Minimum: 32 semester hours

GEOSCIENCE

Course Descriptions

	Semester Hours
GEOS 502 THE DYNAMIC EARTH	4
Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture; 2 hours lab)	
<i>Prerequisites: Undergraduate degree in science or mathematics or permission of the instructor. (Not open to graduates of a geology or geoscience program.)</i>	
GEOS 525 ENVIRONMENTAL GEOSCIENCE	3
In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture)	
<i>Prerequisite: Graduate standing in either the Environmental Studies-Physical or Geoscience Program, or instructor's permission.</i>	
GEOS 530 PALEOECOLOGY	3
Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab)	
<i>Prerequisite: Course in invertebrate paleobiology.</i>	
GEOS 537 BIOSTRATIGRAPHY OF NEW JERSEY	3
The geologic history, paleontology, stratigraphy and paleogeography of New Jersey. Required field trips. (2 hours lecture; 2 hours lab.)	
<i>Prerequisite: GEOS 530 or instructor's permission.</i>	
GEOS 538 SEDIMENTARY PETROGRAPHY	4
The interpretative study of the structures, textures, composition and genesis of sedimentary rocks. Laboratory analyses of sediments and sedimentary rocks by optical, mechanical and chemical methods and the graphical representation of the resultant data. (3 hours lecture; 2 hours lab.)	
<i>Prerequisites: GEOS 434 Stratigraphy and GEOS 545 Optical Mineralogy.</i>	

GEOS 543 ADVANCED MINERALOGY 3

Chemical and physical principles as applied to minerals. Detailed study of representative minerals from the various families. Advanced techniques will be performed by the student. Field trips. (2 hours lecture; 2 hours lab.)

Prerequisites: Course in mineralogy.

GEOS 545 OPTICAL MINERALOGY 4

Theory and practice of using the polarizing microscope to study and identify minerals; theory of light transmission in minerals; the practical effect. Required field trips. (3 hours lecture; 2 hours lab.)

Prerequisite: Course in mineralogy.

GEOS 546 PETROGRAPHY 4

Rock textures, structures and mineralogy using the polarizing microscope. Identification and classification of rocks and the origin and history of the rock as determined by microscopic study of thin sections. Required field trips. (3 hours lecture; 2 hours lab.)

Prerequisites: GEOS 545.

GEOS 560 ADVANCED MARINE GEOLOGY 3

Development and evolution of the ocean basins; marine sedimentation; shoreline development and classification; submarine topography; mineral resources of the sea. Laboratory analysis of marine sediments and fossil assemblages. Required field trips. (2 hours lecture; 2 hours lab.)

Prerequisites: Courses in physical geology and one 400 level course in marine geology or oceanography.

GEOS 571 GEOPHYSICS 3

Theory and application of conventional geophysical methods: seismology, magnetism, electricity and gravity. Laboratory includes the collection and interpretation of geophysical data. Field trips. (3 hours lecture.)

Prerequisites: Courses in physical geology and College Physics II and Calculus A.

GEOS 572 TECTONICS 3

The study of the major structures of the earth, the principle of isostasy, mountain-building, continental drift, sea-floor spreading, and possible causes of tectonism in the earth. Discussion will include the methods of study, results obtained, interpretation of the data, and the latest theories of tectonism.

Prerequisites: Geoscience major.

GEOS 575 GEOCHEMISTRY 3

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes), study of meteorites. Required field trips. (3 hours lecture)

Prerequisites: General chemistry, petrology.

GEOS 578 IGNEOUS AND METAMORPHIC GEOLOGY 4

The interpretive study of igneous and metamorphic rocks in detail with the aim of properly identifying and naming the rocks and interpreting their history: rock suites from classical areas. Required field trips. (3 hours lecture; 2 hours lab.)

Prerequisite: Geoscience major.

GEOS 580 FIELD GEOLOGY 4

The principles and techniques of geologic field work. Independent and team mapping of local areas of geologic interest using modern field methods and instruments. (3 hours lecture, 2 hours lab.)

Prerequisites: 12 hours of 400 level geoscience.

GEOS 590 RESEARCH SEMINAR 3

Student field, laboratory and library investigation of a problem in the area of his or her interest in geoscience, the results of which will be presented in oral and written form. Class discussion of the individual papers and of other pertinent topics of current interest in geoscience.

Prerequisite: Advanced standing as a Geoscience graduate student.

GEOS 592 SPECIAL PROBLEMS IN GEOSCIENCE 1 - 4

Independent research project to be performed by the student under guidance of faculty.

Prerequisite: Departmental approval.

GEOS 594 RESEARCH IN GEOSCIENCE LITERATURE 1

Investigation and evaluation of a topic in geoscience under the supervision of a faculty member by: (1) preparing a bibliography from standard sources, including an on-line computer search; and, (2) preparing a report written in standard professional format.

Prerequisite: Geoscience major.

GEOS 658 SEMINAR IN ENVIRONMENTAL GRAPHICS 3

The use of graphic materials suitable for analyzing, understanding and presenting aspects of the environment through seminar presentation. The preparation of illustrative materials, especially suitable for inclusion in environmental impact statements, as well as for public presentation, will be developed by each student as a culminating research project.

Prerequisites: For majors in the College of Science and Mathematics.

GEOS 695 THESIS 4

In-depth field, laboratory and library investigation of a problem in the area of the student's interest in geoscience; results will be presented in oral and written form culminating in a written thesis.

Prerequisite: Departmental approval.

PHMS 598 SPECIAL PROBLEMS IN THE MARINE SCIENCES 1 - 4

An opportunity for the qualified graduate student to do research in a field of marine science selected under the guidance of a professor. Open only to graduate students who have indicated a potential for original thinking. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Departmental approval.

For offerings at the New Jersey Marine Sciences Consortium, see the current announcement.

HEALTH EDUCATION

Chairperson: Prof. Timothy Sullivan

Graduate Advisor: Dr. Reza Shahrokh

The graduate program in Health Education prepares professionals for careers in health education and various selected areas of the health professions. The graduate program leads to a Master of Arts degree in health education. Advanced study is provided to candidates engaged in, or seeking, positions in the broad and expanding spectrum of the health professions in the school, community, business and industrial sectors, the media and various other segments of the health care delivery system.

The curriculum provides a foundation of required coursework which is complemented by a wide array of health professions electives, interdisciplinary coursework and varied educational experiences afforded by diverse instructional approaches. Advancements in the scientific realm combined with practical applications address our contemporary health problems. There is a definite research focus within the program. Students are provided with the option of either conducting a study on a pertinent health topic in the form of a thesis or completing a broader-based research seminar. Special student interests, academic objectives and professional goals can be accommodated on an individualized basis. Students must complete a minimum of 36 semester hours of courses and pass a written comprehensive examination.

ADMISSION REQUIREMENTS

All candidates must meet the basic admission requirements for graduate study at Montclair State. The completion of a major in health education from an accredited college or university is preferred. Candidates with degrees in closely related areas will be considered, although prematriculation coursework may be required.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HEALTH EDUCATION

I.	Required Core Courses	21
	HLTH 503 Research Methods in Health	3
	HLTH 520 Foundations and Methods of Health Education	3
	HLTH 526 Curriculum Development and Program Planning in Health Education	3
	HLTH 528 Evaluation in Health	3
	HLTH 530 Health Issues Seminar	3
	HLTH 565 Foundations of Epidemiology	3
	HLTH 601 Research Seminar in Health	3

II.	Health Education Specialization Courses	12
	Choose 4 courses from the following list and the list of 400 level health courses.*	
	HLTH 502 Determinants of Environmental Health	3
	HLTH 510 Health Education Workshop I	3
	HLTH 511 Biomedical and Psychosocial Perspectives on Drugs	3
	HLTH 540 Selected Topics in Mental Health	3
	HLTH 551 Selected Topics in Gerontology	3
	HLTH 560 Human Diseases	3
	HLTH 575 The Teaching of Human Sexuality	3
	HLTH 580 Health Policy and Politics	3
	HLTH 585 Organization and Administration of Health Care Facilities	3
	*The maximum number of credits that can be taken from 400-level courses is six. No more than two of the following 400-level courses may be taken for credit applicable to this master's degree:	
	HLTH 411 School Health and Community Services	3
	HLTH 430 Health Counseling	3
	HLTH 440 Health Aspects of Aging	3
	HLTH 442 Health Promotion	3
	HLTH 445 Perspectives on Death	3
	HLTH 460 Systems of Health Care Delivery	3
	HLTH 470 Patient Education	3
	HLTH 490 Ethics in Health Care	3
	HLTH 491 Health Education and the Computer	3
III.	Free Elective	3

IV. Comprehensive Examination

All matriculated students for the MA in Health Education who have completed 24 semester hours or more of health professions coursework, are eligible to take the Written Comprehensive Examination. The examination is scheduled in March and October of each year. Prior registration is necessary through completion of applications available in the department office. Candidates are limited to three attempts in completing the examination.

HEALTH PROFESSIONS

Course Descriptions

	Semester Hours
HLTH 502 DETERMINANTS OF ENVIRONMENTAL HEALTH	3
Advanced study of health and safety aspects of the environment: air, water, industrial pollution and the impact of expanding population on health problems.	
HLTH 503 RESEARCH METHODS IN HEALTH	3
Theoretical and practical experiences in methods of inquiry, designing of research studies, utilization of various tools for gathering data, statistical analysis of data, and writing of research proposals.	
<i>Prerequisite: HLTH 528.</i>	

HLTH 505 SCHOOL HEALTH PROGRAM MANAGEMENT 3

Examines management theory and practices applicable to school health programs. Historical developments and philosophical issues are also reviewed. Includes management techniques, staffing patterns, accounting procedures and evaluation methods essential for the successful school health program.

HLTH 510 HEALTH EDUCATION WORKSHOP I 1 - 3

For teachers of health education; deeper understandings of subject matter, current methods and techniques for the classroom, and considerations for curriculum development.

HLTH 511 BIOMEDICAL AND PSYCHOSOCIAL PERSPECTIVES ON DRUGS 3

Examines the complex biomedical and psychosocial dimensions of contemporary drug use, emphasizing consideration of a broad spectrum of physiological responses to and health consequences of involvement. Provides a comprehensive view of the historical and social aspects of drug use, and an analysis of selected major issues presented by our current problems with drugs.

Prerequisite: Undergraduate course in the study of alcohol and other drugs or permission of instructor.

HLTH 520 FOUNDATIONS AND METHODS IN HEALTH EDUCATION 3

Study of the scientific historical foundations and the instructional methodologies in health education and health promotion with opportunity for practical application of various methodologies for the achievement of specific objectives.

HLTH 526 CURRICULUM DEVELOPMENT AND PROGRAM PLANNING IN HEALTH EDUCATION 3

Principles and processes of curriculum development, design, implementation and evaluation of health programs for various populations and environmental settings.

Prerequisite: HLTH 520.

HLTH 528 EVALUATION IN HEALTH 3

Provides for an in-depth study of the theories and principles of measurement and evaluation and their application to the field of health education. The theoretical foundations and the practical considerations for proper selection, development and administration of various measuring instruments, and the analysis of their results constitute the focal points of the course.

Prerequisite: A basic course in statistics or in tests and measurement.

HLTH 530 HEALTH ISSUES SEMINAR 3

Provides seminar setting for concentrated study of selected major contemporary health issues. A minimum of five topical areas are presented for analysis and interpretation through extensive readings, pertinent written projects, and directed oral communication.

HLTH 531 INDEPENDENT STUDY IN HEALTH 1 - 4

Under the direction of departmental faculty member. Semester hours determined by the department chairperson following consultation with departmental research committee.

Prerequisite: Departmental approval.

HLTH 540 SELECTED TOPICS IN MENTAL HEALTH 3

Entails use of seminar approach for in-depth analysis of selected topics in mental health. Topics will vary according to class interest, but will include, among others, stress, labeling, racism, sexism, and ageism.

Prerequisite: A basic course in mental health.

HLTH 551 SELECTED TOPICS IN GERONTOLOGY 3

Entails use of seminar approach for in-depth analysis of selected topics in gerontology. Topics will vary according to class interest, but will include, among others, ageism, health problems, loss and diminishment, homelessness and terminal old age.

HLTH 560 HUMAN DISEASES 3

Presents a contemporary view of the major infectious and chronic/degenerative diseases with an emphasis on the principles of causation, process, diagnosis, prevention, and management. Important past and present medical developments are discussed in the context of continuing change, methods and inferences of epidemiologic investigation are studied and the implications of ongoing research are considered. Concludes with an instructional component which addresses methodology and disease specific information resources.

Prerequisite: A basic course in biology.

HLTH 565 FOUNDATIONS OF EPIDEMIOLOGY 3

Provides an understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses by analytical epidemiologic research design, the determination of causality and value of epidemiologic research in developing disease prevention programs.

HLTH 575 THE TEACHING OF HUMAN SEXUALITY 3

Provides for the study of instructional methodologies and resource materials pertaining to human sexuality education. Emphasizes curriculum development, teaching plans, resource selection and the role of the teacher in school and community setting.

Prerequisite: HLTH 290.

HLTH 576 FAMILY PLANNING EDUCATION 3

Provides students with an in-depth study of family planning education. Topics include history, methods of birth control, process of decision making, family planning services and methods and materials for family planning education.

Prerequisite: A basic course in human sexuality.

HLTH 577 SELECTED TOPICS IN HEALTH 3

Course provides students with the opportunity to expand their professional preparation and expertise about selected topics in health not covered in other graduate health courses. The selected topics will be based on significant, emerging health problems and issues and new scientific developments and discoveries. May be repeated once for a total of 6 semester hours.

HLTH 580 HEALTH POLICY AND POLITICS 3

Provides for the study of politics of health care, health policy issues and the health care delivery system. Special emphasis is placed on health policy as it has evolved in response to sociopolitical and economic factors and expected future trends.

**HLTH 585 ORGANIZATION AND ADMINISTRATION
OF HEALTH CARE FACILITIES**

3

Analyzes organization and administration of health care facilities. Topics include nature of health care facilities, managerial processes, institutional staffing and productivity, social responsibilities, techniques of managerial innovation, funding sources and health facility legislation. Provides practical applications of relevant theory.

HLTH 601 RESEARCH SEMINAR IN HEALTH

3

Provides intensive study of the entire spectrum of research literature in the health professions field. Includes opportunities for analysis and critique of selected research studies and synthesis of research findings for theoretical and practical application.

Prerequisites: HLTH 503 and HLTH 528.

HUMAN ECOLOGY

Chairperson: Dr. Elaine Flint

Graduate Advisor: Dr. Shahla Wunderlich

The graduate program in Human Ecology offers five professional concentrations: Home Management/Consumer Economics, Family Life Education, Family Relations/Child Development, Home Economics Education and Nutrition Education.

The program is designed to provide students with advanced study needed for college and university teaching, for leadership positions in various professions in business, for social welfare agencies, for public school and adult education programs, for research, and for extension service.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State University. An individual program of study is developed for each student depending on professional goals and educational background. Students lacking adequate preparation may be required to take additional courses at the undergraduate level as prerequisite to graduate study.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HUMAN ECOLOGY

I.	Required Courses	12 - 13
	HECO 507 Research in Home Economics	3
	HECO 509 Research Seminar or HECO 600 Thesis	3 or 4
	HECO 540 Interdisciplinary Study of the Family	3
	HECO 590 Contemporary Issues in Home Economics	3
II.	Professional Concentration	9 - 15
	Select from one of the following concentrations:	
A.	Home Management/Consumer Economics Concentration	
	HECO 530 Consumer Behavior	3
	HECO 531 Family Financial Problems	3
	HECO 532 Family and Consumer Economics	3
	HECO 535 Consumer and Family Law	3
	HECO 570 Management of Family Resources	3
	HECO 448 Family Counseling	3
	HEED 403 Consumer Education Techniques	3
B.	Family Life Education Concentration	
	HECO 503 Program Development in Family Life Education	3
	HECO 514 Child in the Family	3
	HECO 542 Dynamics of Family Interaction	3
	HECO 570 Management of Family Resources	3

HLTH 570	Human Sexuality II	3
or		
PSYC 542	Topics in Human Sexuality	3
An Independent Study in Parenting Skills and Resources or an Independent Study in Ethical Issues in Sexuality and Family may be arranged.		
C.	Family Relations/Child Development Concentration	
HECO 503	Program Development in Family Life Education	3
HECO 514	The Child in the Family	3
HECO 542	Dynamics of Family Interaction	3
HECO 544	Intercultural Study of the Family	3
HEFM 445	The Inner City Family	3
D.	Home Economics Education Concentration	
HECO 501	Seminar in Home Economics Education	3
HECO 503	Program Development in Family Life Education	3
HECO 506	Supervision of Home Economics	3
HEED 403	Consumer Education Techniques	3
E.	Nutrition Education Concentration	
HECO 580	New Findings in Nutrition	3
HECO 581	Nutrition Education	3
HECO 585	Food and Nutrition Issues	3
HECO 587	Nutrition Education Practicum	3
III.	Human Ecology Electives	3 - 9
To be selected from approved Human Ecology courses.		
IV.	Electives Outside the Department	3 - 9
V.	Comprehensive Examination, both oral and written to be taken after completing 24 semester hours of graduate study. Students must apply to the graduate advisor at the beginning of the semester in which the exams will be taken. The comprehensive examination is given each Fall and Spring semester.	
VI.	Candidates who choose to write a thesis will register for HECO 600 for four semester hours credit in lieu of HECO 509 Research Seminar. The comprehensive exam is waived. A thesis defense is required upon the completion of the thesis before the candidate's graduate Thesis Committee.	

Minimum: 33 semester hours

HUMAN ECOLOGY

Course Descriptions

	Semester Hours
HECO 448 FAMILY COUNSELING	3
Techniques and theories of collecting data and counseling families with such problems as money management, nutrition concerns, parent-child relationships and value conflicts. <i>Prerequisites: HECO 141, and HEFM 214, and HEFM 248, and senior standing or graduate status.</i>	

- HECO 501 SEMINAR HOME ECONOMICS EDUCATION 3**
 Identification of the issues in home economics education at all levels. Trends are analyzed as a basis for managing change in curriculum and instruction. Each participant will design a project and plans for implementation.
- HECO 503 PROGRAM DEVELOPMENT IN FAMILY LIFE EDUCATION 3**
 Analysis of the development of family living programs in public schools and other agencies. Current problems, practices, and trends. Designing and planning for the implementation of innovative programs.
- HECO 506 SUPERVISION OF HOME ECONOMICS 3**
 Curricula, current trends, facilities, professional literature and evaluation techniques. Competencies for the role of supervisor analyzed. Provides elective credits toward supervisor's certificate.
- HECO 507 RESEARCH IN HOME ECONOMICS 3**
 Designed to provide basic research and statistical literacy so that the student can develop a research proposal in its entirety in any one area of home economics.
Prerequisite: HECO 304; Human Ecology majors only.
- HECO 508 INDEPENDENT STUDY 1 - 3**
 An opportunity to study in-depth, areas of home economics which are not offered in the regular curriculum. Approval of department chairperson required.
Prerequisite: Departmental approval.
- HECO 509 RESEARCH SEMINAR 3**
 Carrying out a research study on specific problems of limited scope. Work may be taken in the following areas: child and family, family and consumer studies, family housing, foods, nutrition, textiles, clothing or home management.
Prerequisite: HECO 507.
- HECO 514 CHILD IN THE FAMILY 3**
 An intensive study of the theories and research related to child rearing techniques. Analysis of factors influencing parental practices and their effects on the child.
- HECO 530 CONSUMER BEHAVIOR 3**
 Investigating consumer behavior from the consumers' perspective. Emphasis on individual perception, motivation, learning, and personality as well as family organization, social class, subcultures and national economic trends.
- HECO 531 FAMILY FINANCIAL PROBLEMS 3**
 Study of families with financial concerns and crises. Emphasis on effective use of money to meet families' life styles and alleviate problem areas.
- HECO 532 FAMILY AND CONSUMER ECONOMICS 3**
 Study of families and consumers from economic perspectives in society. Emphasis on broad implications of economic practices and policies for various groups of families as they function in the marketplace.
- HECO 535 CONSUMER AND FAMILY LAW 3**
 Laws and policies of institutions which affect family function, relationships and welfare.

HECO 540 INTERDISCIPLINARY STUDY OF FAMILY 3

Contributions which various academic disciplines (history, anthropology, biology, economics, as well as psychology and sociology) make toward a more comprehensive understanding of family life.

HECO 544 INTERCULTURAL STUDY OF FAMILY 3

Analytical study of cross cultural regularities and differentials in family structures. Functions and impact of social change on family values and patterns. Varied conceptual approaches to the study of family as well as a broad acquaintance with empirical studies and research.

HECO 570 MANAGEMENT OF FAMILY RESOURCES 3

Family as a decision-making unit. Directing its resources for more effective living. Philosophical, psychological, sociological and economic trends which have a direct influence on family's ability to maximize its resource potential and utilization.

HECO 580 NEW FINDINGS IN NUTRITION 3

This course enables students to develop detailed and in-depth knowledge of human nutrition, nutrients and their interrelationships. Emphasis is placed on the critical review and analysis of recent development in nutrition research.

Prerequisite: HENU 382.

HECO 581 NUTRITION EDUCATION 3

This course is designed to provide students with skills for developing, implementing, evaluating and funding nutrition education programs for populations with various demographic characteristics.

Prerequisite: HEED 412.

HECO 583 NUTRITIONAL ASPECTS OF FOOD PROCESSING AND HANDLING 3

A course designed to study the theory and practice of evaluating food processing from a nutritional standpoint and to compare food availability with the effects that various kinds of processing have on nutrient content. This course is appropriate for graduate students and selected seniors in food and nutrition, food service management, biology, chemistry, and health sciences.

Prerequisites: CHEM 130, and HENU 150, and HENU 182.

HECO 585 FOOD AND NUTRITION ISSUES 3

An investigation of current issues in food and nutrition with an emphasis on consumer, food industry, government and professional perspectives.

Prerequisites: HENU 382.

HECO 587 NUTRITION EDUCATION PRACTICUM 3

The practicum is designed to provide students with planned, supervised experiences in a variety of selected business agencies or organizations where nutrition education skills and competencies can be utilized.

Prerequisites: HECO 580 and 581.

HECO 590 CONTEMPORARY ISSUES IN HOME ECONOMICS 3

A seminar dealing with issues in home economics with special emphasis on designing programs for social change.

- HECO 600 THESIS IN HOME ECONOMICS 4**
 Individual research selected under advisement of a faculty committee. An oral exam by the committee follows the completion of the project.
 Required for registration: written permission from major faculty advisor of the research, and department chair; graduate matriculation.
Prerequisite: HECO 507.
- HECO 602 THESIS EXTENSION 2**
- HEED 403 CONSUMER EDUCATION TECHNIQUES 3**
 Curriculum development, teaching strategies, resources and materials related to teaching consumer education.
Prerequisite: HEMG 435.
- HEFM 445 THE INNER CITY FAMILY 3**
 Sub-cultures residing in large cities. The impact of urbanization, ethnicity, social and economic institutions. Problems which families encounter. Community contact is part of the course. Meets the General Education Requirement - Contemporary Issues. Meets the Multicultural Awareness Requirement. Meets the Human and Intercultural Relations Requirement.
Prerequisite: Junior standing.
- HEMG 435 CONSUMER ACTION 3**
 The market place as a social, psychological and economic institution serving consumers. Emphasis on consumer motivation, market organization, pricing and selling strategies: trends and current issues which affect the quality and availability of goods and services.
Prerequisites: ECON 101 or 102 and HECO 304.
- HENU 560 ADVANCED NUTRITION COUNSELING FOR DIVERSE POPULATION GROUPS 3**
 Topics include ethnic variations in health care beliefs; culturally sensitive nutrition counseling skills, developmental skills and dietary behaviors of children, adolescents and aging adults and nutrition counseling approaches for these age groups. Six hours of nutrition counseling clinical experience required.
Prerequisite: HENU 482.

LEGAL STUDIES

Chairperson: Dr. Norma C. Connolly

Graduate Advisor: Dr. Jack Baldwin-LeClair

The Master of Arts in Legal Studies offers a program of study for students seeking advanced preparation in legal studies. It provides academic opportunities leading to career enhancement for legal professionals. The degree offerings are on the cutting edge of specialty areas such as dispute resolution, human resource management, private sector compliance, law office management, legal technology, legal information management, trademark law, ethics, and professional responsibility.

Legal Studies provides graduate instruction through a broad range of topics which develop the student's critical understanding of law. Graduate offerings in Legal Studies are designed:

- To enhance professional development in law-related fields.
- To advance the study of law within the context of an interdisciplinary liberal arts education.
- To provide a more advanced level of legal knowledge in areas such as compliance and human resources.
- To prepare for the technologically sophisticated legal environment of the twenty-first century.
- To develop theoretical and practical knowledge of advocacy and dispute resolution.
- To develop advanced research and writing abilities.
- To enhance analytical and critical thinking skills essential to the legal field.

Students may choose the general program without a concentration or they may choose the concentration in Legal Management, Information, and Technology or the concentration in Dispute Resolution. In the general program, students have the opportunity to enroll in courses from both concentrations. At the end of their course of study, students may choose either to write a thesis or to be tested by comprehensive examination.

The programs of the department of Legal Studies incorporate education in the liberal arts with sound preparation for law-related professions. Many career alternatives are possible for graduates in government, the corporate sector and private arenas. Graduate course work in legal studies serves the needs of a broad range of professionals including:

- Managers; supervisors; human resource directors; claims managers; compliance officers; affirmative action officers; contract managers; law office managers and administrators; government administrators and officials at the federal, state, county and local levels; public and nonprofit administrators; international specialists; and information specialists.
- Paralegal managers; legal assistant/paralegals; human resource officers; investigators; criminal justice professionals; legal advocates for victims of domestic violence, the disadvantaged and the physically and mentally challenged.
- Primary and secondary school teachers desiring education in law or conflict resolution/peer mediation; consultants; newspaper reporters; practitioners in the field of dispute resolution; professionals who utilize dispute resolution in various forums, such as labor, insurance and financial markets.

In contrast to the Master of Arts in Legal Studies, the Post-Baccalaureate Paralegal Studies Certificate Program is an appropriate course of study for entry level preparation. Students may elect to pursue the Post-Baccalaureate Certificate and also the Master of Arts degree. Contact the Department of Legal Studies for further information.

ADMISSION REQUIREMENTS

Candidates for admission must have a baccalaureate degree from an accredited college or university and meet the university's minimum requirements for the Graduate Records Examination. In addition, candidates for admission to the M.A. in Legal Studies must meet the following university and department requirements:

- minimum cumulative grade point average of 2.75 for their undergraduate work

Candidates for the M.A. in Legal Studies having limited familiarity with the legal environment, an introductory law course is a recommended prerequisite. Candidates with marginal credentials may be accorded deferred or conditional matriculation status and permitted to enroll in a maximum of two graduate courses in the program. If they attain a combined minimum grade point average of 3.0 in two Legal Studies graduate courses and meet the other matriculation requirements, they may apply for full matriculation status in the program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES

		Semester Hours
I.	Required Courses	6
	LSLW 501 Ethical and Professional Issues in the Legal Environment	3
	LSLW 511 Research Methods and Analysis	3
II.	Select eight courses from the following	24
	LSLW 512 Statutory and Regulatory Analysis	3
	LSLW 520 Private Civil Responsibility: Contracts and Torts	3
	LSLW 531 Administrative Practice and Procedure	3
	LSLW 538 Trademark Law	3
	LSLW 540 Criminal Trial Preparation	3
	LSLW 541 Advanced Computer Systems in the Legal Environment	3
	LSLW 545 Cyberlaw	3
	LSLW 550 Law Office Management and Technology	3
	LSLW 551 Negotiation Theory and Practice	3
	LSLW 552 Mediation Theory and Practice	3
	LSLW 553 Arbitration and Other Alternative Adjudicative Processes	3
	LSLW 554 Conflict Management and Peer Mediation in Schools	3
	LSLW 555 Family Mediation	3
	LSLW 556 Dispute Resolution in the Workplace	3
	LSLW 557 Law Office Financial Management	3
	LSLW 558 Cross-Cultural Conflict Resolution	3
	LSLW 572 Legal Information Management	3
	LSLW 574 Human Rights Law	3
	LSLW 578 Legal Aspects of Human Resource Management	3

	LSLW 579	Private Sector Compliance with Public Regulations	3
	LSLW 580	Field Experience in Legal Studies	
		OR	
	LSLW 581	Cooperative Education in Legal Studies	4
	LSLW 599	Selected Topics in Legal Studies	3
	LSPR 411	Advanced Patent, Trademark and Copyright Law	3
	LSPR 420	Advanced Civil Litigation	3
III.	Elective (one course from departmental electives or approved electives outside of department)		3
IV.	Thesis or Comprehensive Examination		
	Students must have completed 27 graduate credits and receive thesis or comprehensive examination approval.		
	For students selecting Thesis option:		
	LSLW 600	Thesis in Legal Studies	3
	For students selecting Comprehensive Examination option, choose one additional departmental elective.		
<i>Note: Students may not select more than 2 courses from courses at the 400 level.</i>			
Total semester hours:			36

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN DISPUTE RESOLUTION

	Semester Hours
I. Required Courses	6
LSLW 501 Ethical and Professional Issues in the Legal Environment	3
LSLW 511 Research Methods and Analysis	3
II. Select five courses from concentration courses:	15
LSLW 551 Negotiation Theory and Practice	3
LSLW 552 Mediation Theory and Practice	3
LSLW 553 Arbitration and Other Alternative Adjudicative Processes	3
LSLW 554 Conflict Management and Peer Mediation in Schools	3
LSLW 555 Family Mediation	3
LSLW 556 Dispute Resolution in the Workplace	3
LSLW 558 Cross-Cultural Conflict Resolution	3
III. Select three courses from departmental electives:	9
LSLW 512 Statutory and Regulatory Analysis	3
LSLW 520 Private Civil Responsibility: Contracts and Torts	3
LSLW 531 Administrative Practice and Procedure	3
LSLW 538 Trademark Law	3
LSLW 540 Criminal Trial Preparation	3
LSLW 541 Advanced Computer Systems in the Legal Environment	3
LSLW 545 Cyberlaw	3
LSLW 550 Law Office Management and Technology	3
LSLW 551 Negotiation Theory and Practice	3
LSLW 552 Mediation Theory and Practice	3

LSLW 553	Arbitration and Other Alternative Adjudicative Processes	3
LSLW 554	Conflict Management and Peer Mediation in Schools	3
LSLW 555	Family Mediation	3
LSLW 556	Dispute Resolution in the Workplace	3
LSLW 557	Law Office Financial Management	3
LSLW 558	Cross-Cultural Conflict Resolution	3
LSLW 572	Legal Information Management	3
LSLW 574	Human Rights Law	3
LSLW 578	Legal Aspects of Human Resource Management	3
LSLW 579	Private Sector Compliance with Public Regulations	3
LSLW 580	Field Experience in Legal Studies	
	OR	
LSLW 581	Cooperative Education in Legal Studies	4
LSLW 599	Selected Topics in Legal Studies	3
LSPR 411	Advanced Patent, Trademark and Copyright Law	3
LSPR 420	Advanced Civil Litigation	3

IV. Elective (one elective from Department Electives or approved electives outside of the department) 3

V. Thesis or Comprehensive Examination

Students must have completed 27 graduate credits and receive thesis or comprehensive examination approval.

For students selecting Thesis option:

LSLW 600 Thesis in Legal Studies 3

For students selecting Comprehensive Examination option, choose one additional departmental elective.

Note: Students may not select more than 2 courses from courses at the 400 level.

Total semester hours: 36

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN LEGAL MANAGEMENT, INFORMATION, AND TECHNOLOGY

Prerequisite: Computer Applications in the Legal Environment (LSPR 339).

Equivalent undergraduate course from other institutions may be substituted.

		Semester Hours
I.	Required Courses	6
	LSLW 501 Ethical and Professional Issues in the Legal Environment	3
	LSLW 511 Research Methods and Analysis	3
II.	Select five courses from concentration courses:	15
	LSLW 512 Statutory and Regulatory Analysis	3
	LSLW 541 Advanced Computer Systems in the Legal Environment	3
	LSLW 545 Cyberlaw	3
	LSLW 550 Law Office Management and Technology	3
	LSLW 553 Arbitration and Other Alternative Adjudicative Processes	3
	LSLW 556 Dispute Resolution in the Workplace	3

	LSLW 557	Law Office Financial Management	3
	LSLW 572	Legal Information Management	3
	LSLW 578	Legal Aspects of Human Resource Management	3
	LSLW 579	Private Sector Compliance with Public Regulations	3
III.		Select three courses from departmental electives:	9
	LSLW 512	Statutory and Regulatory Analysis	3
	LSLW 520	Private Civil Responsibility: Contracts and Torts	3
	LSLW 531	Administrative Practice and Procedure	3
	LSLW 538	Trademark Law	3
	LSLW 540	Criminal Trial Preparation	3
	LSLW 541	Advanced Computer Systems in the Legal Environment	3
	LSLW 545	Cyberlaw	3
	LSLW 550	Law Office Management and Technology	3
	LSLW 551	Negotiation Theory and Practice	3
	LSLW 552	Mediation Theory and Practice	3
	LSLW 553	Arbitration and Other Alternative Adjudicative Processes	3
	LSLW 554	Conflict Management and Peer Mediation in Schools	3
	LSLW 555	Family Mediation	3
	LSLW 556	Dispute Resolution in the Workplace	3
	LSLW 557	Law Office Financial Management	3
	LSLW 558	Cross-Cultural Conflict Resolution	3
	LSLW 572	Legal Information Management	3
	LSLW 574	Human Rights Law	3
	LSLW 578	Legal Aspects of Human Resource Management	3
	LSLW 579	Private Sector Compliance with Public Regulations	3
	LSLW 580	Field Experience in Legal Studies	
		OR	
	LSLW 581	Cooperative Education in Legal Studies	4
	LSLW 599	Selected Topics in Legal Studies	3
	LSPR 411	Advanced Patent, Trademark and Copyright Law	3
	LSPR 420	Advanced Civil Litigation	3
IV.		Elective (one elective from Department Electives or approved electives outside of the department)	3
V.		Thesis or Comprehensive Examination	
		Students must have completed 27 graduate credits and receive thesis or comprehensive examination approval.	
		For students selecting Thesis option:	
	LSLW 600	Thesis in Legal Studies	3
		For students selecting Comprehensive Examination option, choose one additional departmental elective.	

Note: Students may not select more than 2 courses from courses at the 400 level.

Total semester hours: 36

LEGAL STUDIES

Course Descriptions

Semester

Hours

LSLW 501 ETHICAL AND PROFESSIONAL ISSUES IN THE LEGAL ENVIRONMENT 3

Examination of ethical and professional issues as they relate to the legal environment. Exploration of different viewpoints and conflicting views of professional responsibility analyzed and discussed through hypothetical and real ethical dilemmas.

LSLW 511 RESEARCH METHODS AND ANALYSIS 3

Presentation of theory and methods of intellectual inquiry and research. Advanced study of legal research methodology and legal analysis which includes preparation of scholarly legal research papers.

LSLW 512 STATUTORY AND REGULATORY ANALYSIS 3

Study of legislative and administrative processes including the creation, application and interpretation of statutory and administrative law. Required research includes use of primary and secondary legislative and administrative law materials as well as legislative history.

LSLW 520 PRIVATE CIVIL RESPONSIBILITY: CONTRACTS AND TORTS 3

Study of aspects of contract and tort law and their interaction in contemporary business practices, examined in the context of an ever-changing society. Application of common law principles and contract and tort as well as the Uniform Commercial Code. Judicial and legislative roles and reactions to change in the context of the public good and business interests.

LSLW 531 ADMINISTRATIVE LAW 3

A critical analysis of the body of law which regulates government agencies and their relations with the public. Examination of federal and state administrative law, regulations, rules and procedures.

LSLW 538 TRADEMARK LAW 3

Comprehensive study of procedural and substantive aspects of trademark selection, registration, use and protection within the context of intellectual property.

LSLW 540 CRIMINAL TRIAL PREPARATION 3

Preparation and trial of a criminal case as studied through case law, procedures, techniques and strategies. Contrast of New Jersey and Federal criminal procedure. Study of investigation, pleadings, motions, discovery, jury selection, evidentiary problems, direct and cross-examination and summations. Extensive use of simulation exercises.

LSLW 541 ADVANCED COMPUTER SYSTEMS IN THE LEGAL ENVIRONMENT 3

Application of operation of computer systems, including hardware and software, designed specifically to assist in the practice of law or the management of law office and to provide students with a conceptual basis for evaluation, application and operation of other legal application and systems programs which may become available.

LSLW 545 CYBERLAW**3**

To acquaint students with procedural and substantive principles of Internet technology and legal principles which are at the nexus of modern legal practice. To become versed in the theory and practice of intellectual property, criminal law, jurisdictional issues and choice of law relating to commerce, law enforcement, and legal procedure. To teach students to analyze and synthesize legal principles which are at the core of changing World Wide Web technology.

LSLW 550 LAW OFFICE MANAGEMENT AND TECHNOLOGY**3**

Theoretical foundations and practical applications of law office management and technology. Hands-on and theoretical problems dealing with work product, human resources, and workflow in assembly, case management, database management, human resource management, and technological interfaces with traditional processes.

LSLW 551 NEGOTIATION THEORY AND PRACTICE**3**

In-depth study of negotiation theories and practical applications. Includes an examination and comparison of various negotiation theories and critical skills needed to be an effective negotiator. Extensive role plays. Study of ethical and policy issues. LSPR 308 is recommended as a prerequisite.

LSLW 552 MEDIATION THEORY AND PRACTICE**3**

In-depth examination of the theory and practical applications of mediation. Integration of ethical and policy issues and applications through role plays. Study of how the various applications affect the mediation process and the court's role in the development of mediation. LSPR 308 is recommended as a prerequisite.

**LSLW 553 ARBITRATION AND OTHER ALTERNATIVE
ADJUDICATIVE PROCESSES****3**

In-depth examination of the theory and applications of arbitration and other adjudicative processes. Utilization of role plays to expand student knowledge and ability to understand increasingly complex issues. Examination of policy and ethical issues and exploration of case law research. LSPR 308 is recommended as a prerequisite.

**LSLW 554 CONFLICT MANAGEMENT AND
PEER MEDIATION IN SCHOOLS****3**

Comprehensive study of the theory and application of interpersonal conflict resolution processes between and among individual students and groups of similar status in primary, secondary and higher education.

LSLW 555 FAMILY MEDIATION**3**

Theoretical and practical aspects of mediation in the family law context. Overview of the laws which govern and affect the formation, maintenance and dissolution of the family unit. Study of the increasingly important role of family mediation both privately and within the judicial structure. Integration of ethical and practical considerations and enhancement of student understanding through role plays and independent research. LSLW 552 is recommended as a prerequisite.

- LSLW 556 DISPUTE RESOLUTION IN THE WORKPLACE 3**
Critical study of procedural and substantive legal principles of dispute resolution in the workplace. Exploration of procedures such as negotiation, mediation, arbitration, fact finding, and grievance resolution through collective bargaining which is the core of dispute resolution in both private and public sector employment. LSLW 551 is recommended as a prerequisite.
- LSLW 557 LAW OFFICE FINANCIAL MANAGEMENT 3**
To acquaint students with the various types, applications, and procedures of financial management in the legal environment. To explore the various financial, timekeeping, and accounting controls which are at the core of the law office efficiency. To become knowledgeable about various state Rules of Professional Conduct as they affect legal practice. To teach students to manage accounts receivable, financial ledgers, disbursements, and various required journals manually and using computer software.
- LSLW 558 CROSS-CULTURAL CONFLICT RESOLUTION 3**
Intensive study and application of theories and techniques of cross-cultural conflict resolution. Examination of issues of race, ethnicity, gender, religion, and sexual preference within the context of dominant Western culture. LSLW 552 is recommended as a prerequisite.
- LSLW 572 LEGAL INFORMATION MANAGEMENT 3**
Study of theoretical aspects of information theory in the legal environment with application to the problem method of analysis. This course will examine the compilation and analysis of legal information from automated litigation support through computer-assisted legal research.
- LSLW 574 HUMAN RIGHTS LAW 3**
To acquaint students with procedural and substantive principles of Human Rights Law in the international arena. The course will chart the development of Human Rights Law in various cultures from the Judaic and Greek eras through the enlightenment to the 20th century. Special attention will be given to analysis of disputes involving native populations and minority rights as they are affected by the United Nations Charter, Treaties, and Conventions. Issues of criminal, commercial and individual rights will be considered.
- LSLW 578 LEGAL ASPECTS OF HUMAN RESOURCE MANAGEMENT 3**
In-depth study of procedural and substantive legal principles of human resource management. Exploration of the various procedures which can and should shape the work environment in both private and public employment.
- LSLW 579 PRIVATE SECTOR COMPLIANCE WITH PUBLIC REGULATIONS 3**
In-depth study of federal and state requirements of compliance with public regulations in the areas of labor, employment, employee benefits, affirmative action, equal pay, and other federal and state mandated policies. Exploration of the interplay of various statutory and common law requirements governing private organizations which function in the United States.

LSLW 580 FIELD EXPERIENCE IN LEGAL STUDIES 3

Application of academic theories to compensated field experience of 120 hours over a semester in a legal environment reflective of the student's course of study. Research of issues related to placement and/or ethical issues.

Prerequisites: Completion of a minimum of LSLW 501, LSLW 511 and 18 additional credits towards the M.A..

LSLW 581 COOPERATIVE EDUCATION IN LEGAL STUDIES 3

Application of academic theories to compensated field experience of 20 hours per week in a legal environment reflective of the student's course of study. Research of issues related to placement and/or ethical issues.

Prerequisites: Completion of a minimum of LSLW 501, LSLW 511 and 18 additional credits toward the M.A. degree and departmental approval.

LSLW 599 SELECTED TOPICS IN LEGAL STUDIES 3

Examination of a current topic in the legal environment that is of significance. Analysis of theoretical foundations and practical applications in the area studied. Development of the ability to critically analyze, observe, and research the topic under examination, as well as prepare a research paper.

LSLW 600 THESIS IN LEGAL STUDIES 3

This course provides the opportunity for students to write an M.A. thesis. The course will be available on a year-long basis with an "incomplete" granted at the end of the first semester to allow students the full year to complete the thesis. Course includes preparation of proposal, research and write-up of thesis, and oral presentation of findings. Students must complete at least 27 semester hours of course work before beginning the thesis. Thesis Guidelines of Montclair State University and the Department of Legal Studies will govern all stages of the thesis.

Prerequisite: Departmental approval.

LSLW 601 THESIS CONTINUATION 1

This course provides the opportunity for students who have not completed the thesis during the year-long LSLW 600, Thesis in Legal Studies course, to fulfill all requirements of the thesis during an additional semester. May be repeated twice for a total of three semester hours.

LINGUISTICS

Chairperson: Dr. Mary E. Call

Graduate Advisor: Dr. Milton S. Seegmiller

The M.A. in Applied Linguistics prepares students for careers in a variety of professions where an understanding of language is essential. Students may choose to concentrate their studies in one of several areas; among these are second language learning and teaching, TESL, discourse analysis, computational linguistics, language policy and language planning. As an example, students who are interested in the interaction between language and society might choose to take APLN 530 Language Policy and Language Planning, APLN 532 Language and Culture, and APLN 534 Languages in Contact as three of their electives. Certification in Teaching English as a Second Language (TESL) as a second teaching field is available for students who already hold certification in another field. To be eligible for certification in Teaching English as a Second Language (TESL), students must choose four appropriate TESL-related electives and two free electives (from the lists below) in addition to fulfilling the requirements for all M.A. students.

Students in other programs may elect Linguistics courses with their advisor's prior approval.

CERTIFICATION IN TEACHING ENGLISH AS A SECOND LANGUAGE AS A SECOND TEACHING FIELD

To be eligible for certification in Teaching English as a Second Language (TESL) as a second teaching field, students must complete a course of study of 18 semester hours. Interested students should contact the Linguistics Department for the list of required courses.

ADMISSION REQUIREMENT

Candidates must fulfill the criteria for graduate matriculation at Montclair State University listed in this catalogue (Admission to Graduate Study). After they have been accepted, candidates will consult with the Graduate Advisor in the Linguistics Department to plan their individual programs of study.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED LINGUISTICS

The M.A. in Applied Linguistics requires the successful completion of 36 semester hours, a comprehensive exam, and a 1 semester hour research requirement (described below in IV). The 36 semester hours of course work include a core of 18 semester hours required of all students. The remaining 18 semester hours will be chosen from among the approved electives in consultation with the Graduate Advisor.

	Semester Hours
I. Required Courses	18
* APLN 500 Language and Linguistics	3
APLN 502 Sociolinguistics	3

APLN 504	Syntax	3
APLN 505	Semantics and Pragmatics	3
APLN 506	Phonetics and Phonology	3
APLN 508	Research Design in Applied Linguistics	3
*Waived for students with a background in linguistics; an additional elective is to be taken.		
II.	Electives-Group I	6
Students select at least 2 of the following 7 courses:		
(Additional courses taken from Group I will also count towards a student's electives.)		
APLN 510	Discourse Analysis	3
+APLN 520	Current Theories of Second Language Acquisition	3
APLN 530	Language Policy and Language Planning	3
APLN 540	Literacy	3
APLN 550	Computational Linguistics	3
APLN 560	Translation Theory	3
APLN 570	The Structure of American Sign Language	3
III.	Electives-Group II	12
Students elect 4 courses from the list below and/or from the above list:†		
APLN 512	Cross-Cultural Discourse Analysis	3
APLN 518	Forensic Linguistics	3
APLN 522	Sociocultural Theory and Second Language Acquisition/Learning	3
+APLN 524	Advanced Structure of American English	3
+APLN 525	Methodology of Teaching ESL	3
APLN 526	Computer-Assisted Language Instruction	3
APLN 528	Language Testing and Assessment	3
+APLN 532	Language and Culture	3
APLN 534	Languages in Contact	3
APLN 535	Language Policy in Nations in Transition	3
APLN 536	Languages of the U.S.A.	3
APLN 538	Cross-Cultural Perspectives on Language Socialization	3
APLN 542	Cross-Cultural Perspectives on Literacy	3
APLN 544	Linguistics and Reading	3
APLN 552	Current Issues in Natural Language Processing	3
APLN 565	Lexicography	3
APLN 590	Selected Topics in Applied Linguistics	3
APLN 594	Independent Study	3
APLN 596	Independent Study	3

+Students interested in completing certification in TESL as a second teaching field must take these electives from Group I and from Group II. APLN 529 TESL Practicum does not count as an elective for the M.A. in Applied Linguistics but is a New Jersey State Requirement for TESL certification as a second teaching field.

† In consultation with the Linguistics Department's Graduate Advisor, students may elect to take up to 3 courses from a list of appropriate courses offered by other departments.

IV. Research Requirement	
APLN 605 Independent Research	1
<i>(A grade of no credit (NC) will be used until the research is completed; may be repeated 3 times.)</i>	

All students are required to do an original piece of linguistics research in order to complete their M.A. in Applied Linguistics. This research is to be presented in the form of a paper of at least 30 pages. The paper may be a revision of one written for a graduate course in Linguistics. The paper will be read and approved by the faculty member supervising the independent research as well as by two other faculty members; one of the other two faculty can be from outside of the Linguistics department. A twenty-minute oral presentation of the research will be given by the student at an annual Linguistics Department Colloquium.

V. Comprehensive Examination	
	Total semester hours: 37

LINGUISTICS

Course Descriptions

	Semester Hours
APLN 500 LANGUAGE AND LINGUISTICS	3
An overview of the study of language and linguistics intended to provide students with a clear understanding of human language and with the conceptual foundations of linguistics. The course will expose students to several major areas within linguistics: language acquisition, phonetics, phonology, morphology, syntax, semantics and pragmatics. It will introduce the major tenets and principles of linguistics without surveying the areas treated in the other graduate courses in the department. It is a prerequisite for all other courses in the M.A. program.	
APLN 502 SOCIOLINGUISTICS	3
The study of language in its social context with a focus on language variation. Topics include language and social class, language and ethnicity, language and gender, and the study of standard versus nonstandard varieties of language.	
<i>Prerequisite: APLN 500.</i>	
APLN 504 SYNTAX	3
An investigation of the findings of theoretical syntax and the valuable insights which these provide for syntactic analysis in language teaching, for language-learning texts, for translation, for work in artificial intelligence, etc.	
<i>Prerequisite: APLN 500.</i>	

APLN 505 SEMANTICS AND PRAGMATICS**3**

An exploration of the main tenets of contemporary semantics and pragmatics, the areas of linguistics that examine various aspects of meaning. The course investigates the boundaries between semantics and pragmatics by studying utterance meaning as well as lexical and sentence meaning. Students will learn about the applications of semantics and pragmatics to a variety of areas of applied linguistics.

Prerequisite: APLN 500.

APLN 506 PHONETICS AND PHONOLOGY**3**

The study of the basic principles of phonetics and phonology, and the relevance of these principles to a variety of applications, including foreign-language teaching, speech pathology, and the analysis and synthesis of speech by computer.

Prerequisite: APLN 500. *Special fee.*

APLN 508 RESEARCH DESIGN IN APPLIED LINGUISTICS**3**

A course to train students in research design, methodology and data collection procedures. Students learn skills which prepare them for administrative and research positions in fields such as language planning, ESL curriculum evaluation and language learning measurement.

Prerequisite: APLN 500.

APLN 510 DISCOURSE ANALYSIS**3**

An investigation of the techniques used in discourse analysis, the branch of linguistics which studies how to analyze naturally occurring connected speech. Discourse analysis is the study of the organization of language above the sentence level including the structure of conversations. It considers language in a social context, in particular the language used in verbal interactions.

Prerequisite: APLN 500.

APLN 512 CROSS-CULTURAL DISCOURSE ANALYSIS**3**

A discourse analytic examination and comparison of the verbal practices and communicative strategies of different linguistic, social and cultural groups. Students will broaden their understanding of discourse analysis by investigating verbal interactions that take place in different languages and within a variety of cultural contexts.

Prerequisites: APLN 510.

APLN 518 FORENSIC LINGUISTICS**3**

The study of the role of the linguist in the field of law. The course analyzes the difference between "truth" as defined by science and by the law. It describes how linguists can serve as "expert witnesses" in civil cases and in a wide range of criminal investigations. It also explores how dialect study, discourse analysis, lexical analysis, phonetics, pragmatics, etc. can provide linguistic evidence crucial to litigation.

Prerequisite: APLN 500.

**APLN 520 CURRENT THEORIES OF
SECOND LANGUAGE ACQUISITION****3**

An in-depth analysis of the processes of child and adult second language acquisition (SLA) and how it differs from first language acquisition and the implications of these theories for the teaching and learning of second languages. The application of sociolinguistics and psycholinguistics to language teaching.

Prerequisite: APLN 500.

APLN 522 SOCIOCULTURAL THEORY AND SECOND LANGUAGE ACQUISITION/LEARNING 3

An examination of the basic tenets of sociocultural theory of mind and their application to various aspects of second language acquisition/learning. The results of recent studies present evidence that collaborative mental activity carried out through linguistic means promotes second language learning. At the core of this theory is the principle of linguistically mediated cognition; that is, growth in mental abilities is mediated through language working in collaboration with others.

Prerequisite: APLN 500.

APLN 524 ADVANCED STRUCTURE OF AMERICAN ENGLISH 3

A detailed analysis of the phonological and grammatical structures of American English; advanced study of the social and stylistic varieties of American English; various theories of English grammar are studied.

Prerequisite: APLN 500.

APLN 525 METHODOLOGY OF TEACHING ESL 3

The study of current issues in the teaching of English as a Second Language. Issues may include innovative teaching methodologies, the application of language learning theories to classroom teaching and the adaptation and development of instructional materials.

Prerequisite: APLN 500.

APLN 526 COMPUTER-ASSISTED LANGUAGE INSTRUCTION 3

Designed for prospective and experienced foreign language and ESL teachers who are interested in exploring the following areas: the use of networked-based computer instruction; authentic interactive language instruction via the World Wide Web; and the use and evaluation of currently available software and CD Roms for teaching second and foreign languages. This course is intended to introduce students to the use of computer-mediated language instruction and to the evaluation and selection of software for language learning.

Prerequisite: APLN 500. Special fee.

APLN 528 LANGUAGE TESTING AND ASSESSMENT 3

Basic concepts of testing: reliability, validity, correlation, etc. Statistical concepts: correlation coefficient, standard deviation, etc. Testing individual language skills: listening, reading, writing and oral proficiency. Testing communicative competence. Measuring language dominance in bilingualism.

Prerequisites: APLN 520, and 525.

APLN 529 TESL PRACTICUM 3

To provide students who are seeking certification in Teaching English as a Second Language (TESL) as a second teaching field, with an opportunity to teach ESL in a formal classroom setting. Arrangements will be made on an individual basis for each student.

Prerequisites: Completion of other required courses for TESL certification. APLN 525 may be taken as a corequisite.

APLN 530 LANGUAGE POLICY AND LANGUAGE PLANNING 3

The study of the problems facing multilingual societies. The course explores the function of standard languages and the competition which often exists among different populations and languages. Topics include the role of language in ethnic loyalty, the dynamics of language loss and maintenance and the linguistic, economic, sociological, political and educational aspects of language planning.

Prerequisite: APLN 500.

APLN 532 LANGUAGE AND CULTURE 3

An investigation of the intimate connection between language, culture, and ethnic pride and identity. Study of the communication problems faced by bilingual children due to differences in verbal and nonverbal patterns of communication; survey of various instructional methods and models employed in teaching children from different linguistic and cultural backgrounds; study of the correlation between language and various socio-cultural factors.

Prerequisite: APLN 500.

APLN 534 LANGUAGES IN CONTACT 3

A study of the effects of bilingualism and multilingualism on society and on the languages involved. By examining a variety of examples, students become familiar with the possible outcomes of language contact and with the factors that play a role in language-policy decisions in multilingual societies. Pidgins and creoles are also studied.

Prerequisite: APLN 500.

APLN 535 LANGUAGE POLICY IN NATIONS IN TRANSITION 3

This course explores the language policy issues that arise in nations in transition, the ways in which such countries have dealt with or are dealing with these issues, and the outcomes of their actions. The general approach will be to examine a variety of contemporary and historical case studies, i.e. cases of language policy formation in developing countries around the world.

Prerequisite: APLN 500.

APLN 536 LANGUAGES OF THE USA 3

A survey of the indigenous, colonial, and immigrant languages of the U.S., and how they are used in education and general communication. Also studied are factors affecting the maintenance or loss of languages and the shift from native languages to English with discussion of the mutual effects of language contact.

Prerequisite: APLN 500.

**APLN 538 CROSS-CULTURAL PERSPECTIVES ON
LANGUAGE SOCIALIZATION 3**

A cross-cultural analysis of how children are socialized to use language and how children are socialized through the use of language. Investigates how children learn about their culture through learning their language. Connects the phenomenon of language acquisition to the belief-system and family structure within a society.

Prerequisite: APLN 500.

APLN 540 LITERACY 3

An exploration of the nature of written language and its role in cognition and in social and intellectual life. The linguistic, psychological, and functional differences between speaking, writing, and reading are studied. Literate and non-literate societies are examined.

Prerequisite: APLN 500.

APLN 542 CROSS-CULTURAL PERSPECTIVES ON LITERACY 3

An overview of how reading and writing are acquired among various societies throughout the world and what educational implications this knowledge has in applied contexts, such as in the teaching of English as a Second Language.

Prerequisite: APLN 500.

APLN 544 LINGUISTICS AND READING 3

A study of the insights into the reading process provided by the linguist's description of what the speaker knows about language; an analysis of what the process of language acquisition tells us about the process by which children learn to read; an investigation of the connection between dialect differences and reading difficulties and an exploration of the contribution that linguistics makes for teaching second language learners to read English.

Prerequisite: APLN 500.

APLN 550 COMPUTATIONAL LINGUISTICS 3

A survey of the field of existing computer systems for analyzing natural language. The following areas are covered: parsing, semantic analysis and discourse analysis. Students will be required to analyze human language using a specific programming language such as PROLOG, LISP or Pascal.

Prerequisite: APLN 500. Special fee.

APLN 552 CURRENT ISSUES IN NATURAL LANGUAGE PROCESSING 3

An investigation of the two methodologies that dominate speech and natural language processing: rule-based and probabilistic system design. The two methodologies will be compared in light of their suitability for language processing applications in syntactic and morphological analysis, speech synthesis and recognition, and text classification and information retrieval.

Prerequisite: APLN 500.

APLN 553 TEXT ANALYSIS TOOLS 3

An introduction to the computer analysis of text for use in research and teaching. Students learn to develop software to search and manipulate written text and transcribed speech. Applications in computer assisted language learning, corpus linguistics, lexicography, and translation are considered.

APLN 560 TRANSLATION THEORY 3

An exploration of the principles involved in providing semantic "equivalents" between two languages, emphasizing the problems of translating a variety of different types of texts which reflect major cross-cultural differences.

Prerequisite: APLN 500. Special fee.

APLN 565 LEXICOGRAPHY 3

The study of the principles of compiling dictionaries. Topics include: the collection and evaluation of citations, semantic fields, defining, recording pronunciations, and determining usage. Attention will be paid to the differences among different types of dictionaries. Sample dictionaries are examined and students carry out their own lexicographic project.

Prerequisite: APLN 500.

APLN 570 THE STRUCTURE OF AMERICAN SIGN LANGUAGE 3

The study of American sign language, or ASL, the manual language of many deaf Americans. This course approaches ASL from a linguistic perspective, examining its semantics, grammar, and “phonology”, and comparing ASL with English and other spoken languages. ASL is also compared with other manual languages used in America, including signed English and “total communication”. The educational implications of ASL and other manual languages are discussed.

Prerequisite: APLN 500.

APLN 590 SELECTED TOPICS IN APPLIED LINGUISTICS 3

An intensive study in a particular area of applied linguistics to address topics not covered in other courses. Topics reflect current issues in applied linguistics.

Prerequisite: APLN 500.

APLN 594 INDEPENDENT STUDY 1-3

This course allows MA students to explore areas in Applied Linguistics that are not covered in the normal course offerings. May be repeated for a maximum of six credits.

Prerequisites: Departmental approval.

APLN 596 INDEPENDENT STUDY 1-3

This course allows MA students to explore areas in Applied Linguistics that are not covered in the normal course offerings. May be repeated for a maximum of six credits.

Prerequisites: Departmental approval.

APLN 605 INDEPENDENT RESEARCH 1

Independent research on an approved topic in Applied Linguistics. For this requirement, students study an original topic, prepare a formal written paper of at least thirty pages, and make an oral presentation at a Linguistics Department colloquium. The paper must be read and approved by three faculty members. A grade of no credit (NC) will be used until the research is completed; may be repeated 3 times.

Prerequisites: All other required courses for the M.A. degree in Applied Linguistics; departmental approval.

MATHEMATICS

Chairperson: Dr. Helen M. Roberts

Graduate Coordinator: Dr. William R. Parzynski

The Department of Mathematical Sciences offers an MS in Mathematics with four different concentrations and an MS in Statistics. The Statistics degree will be discussed under Statistics. In addition, the department contributes to the Ed.D. in Pedagogy by offering the specialization in Mathematics Education. The Mathematics Education specialization and course descriptions are described under Pedagogy (Ed.D.).

The Master of Science degree in Mathematics is offered with concentrations in computer science, mathematics education, pure and applied mathematics, or statistics. Concentrations consist primarily of taking four to six courses in the area of the concentration. The master's degree in mathematics with a computer science concentration differs from the MS degrees in Computer Science, as does the master's degree with a statistics concentration differ from the MS in Statistics. The MS in Computer Science is discussed under Computer Science and the MS in Statistics is discussed under Statistics. The Mathematics degrees are discussed below. The MS degrees in Mathematics with concentrations in computer science, pure and applied mathematics, and statistics provide students with the advanced material needed for positions of leadership in business, industry and government as well as for teaching at the high school and community college level. The concentration in mathematics education will upgrade the skills of teachers and offers a special combination of courses in mathematics, mathematics education and the use of technology in mathematics education. This degree does not lead to certification. All the concentrations prepare students to pursue doctoral degrees.

At present, 20 full-time faculty members are teaching graduate courses in pure and applied mathematics, mathematics education or statistics. Our curriculum in mathematics has extensively integrated modern methods of computing. The special interests of the faculty include algebra, analysis, applied statistics, chaos theory, combinatorics, dynamical systems, game theory, graph theory, logic, mathematical modeling, mathematics/computer science education, mathematical economics, methods and techniques of teaching mathematics, modeling in the biological, chemical and physical sciences, operations research, problem solving, representation theory, statistical computing and graphics, voting theory, and the use of technology in education. Our faculty in mathematics education are known throughout the world.

Computer facilities comprise access to a Sun Local Area Network consisting of workstations and servers of an Enterprise 450, SparcServer 1000, Ultra 30, Ultra 10's, Sparc 20's, and Sparc 5's. Outside dial-ups to MSUnet are available. Software packages available through the VAX system include: ADA, Basic, C, C++, COBOL, FORTRAN, GPSS, Ingress, Lisp, Macro, MAPLE, Minitab, Pascal, Prolog, SAS, SAS graphics, SPSSX, and SPSS graphics. The network of SUN Microsystems' file servers, computer servers and individual workstations operates under UNIX. Software packages and programming languages available on the SUN network include Maple, MATLAB, Iris Explorer, Rational Rose, SAS, S plus, Ingres, mSQL, and Java Workshop. Programming languages available include: C, C++, Java, gcc, Ada, FORTRAN, Pascal, Lisp, Prolog, Perl, LaTeX, and smalltalk. The Sun network is also connected to MSUnet. Laboratories of Power Macintoshes and Dell Pentium PC's are available throughout the campus for

student use and make a wide variety of software such as JMP, MacSpin, Data Desk, Solo, Statisix and Office available for student use.

ADMISSION REQUIREMENTS

1. All students must meet the admissions requirements for graduate study at Montclair State University.
2. An applicant for the Master of Science degree in Mathematics must present an undergraduate mathematics major or at least 30 semester hours in mathematics from an accredited institution. Courses in a related area that have substantial mathematics content may be submitted toward this requirement. Applicants whose undergraduate preparation is deficient in either depth or breadth will be required to complete certain courses which will not carry graduate degree credit.

A candidate for the Master of Science degree in Mathematics must consult the graduate coordinator of the department before matriculation since the choice of graduate courses must be adjusted to the level of preparation in undergraduate work. All the degree programs in Mathematics are 33 credit programs. The student's work program listing course requirements is prepared in consultation with the graduate coordinator. Up to six semester hours can be taken at the senior (400) level. In order to be awarded a Master of Science degree in Mathematics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematical Sciences. In addition a student must have a passing grade on a comprehensive examination based on the core courses. Students are required to have a 3.0 grade point average and to have completed a minimum of 12 degree bearing credits in order to be eligible to take the comprehensive examination.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN MATHEMATICS

MS Mathematics Computer Science Concentration

	Semester Hours
I. Computer Science Courses	12
Three courses selected from core:	
CMPT: 580, 581, 583, 586	
One additional course selected from:	
CMPT: 570-599, 670-699 or MATH: 560	
II. Mathematics or Statistics Electives	15
Courses selected from:	
MATH: 420-469; 520-569, 580-599; 620-669, 680-699	
STAT: 440-449; 541-549; 640-649	
At least 12 semester hours must be at the 500 or 600 level. MATH: 425, 426, either 431 or 436 and either STAT 440 or 443 must be taken if equivalent courses have not been taken previously.	
III. Free Electives	6

- IV. A comprehensive examination in Computer Science and a subspecialty selected from Algebra, Analysis or Statistics. The subspecialty dictates the choice of some of the Mathematics Electives.

**MS Mathematics
Mathematics Education Concentration**

	Semester Hours
I. Mathematics Education	12
Four courses selected from:	
MATH: 510-517*, 570-579	
with at least one course selected from each of the following three groups:	
Group A MATH: 570, 571, 572, 573	
Group B MATH: 515, 574, 575, 579	
Group C MATH: 512, 513, 514*, 516*, 517*	
II. Computer Science, Mathematics and/or Statistics Electives	15
Five courses selected from:	
Algebra: MATH: 431, 531, 532, 535, 536	
Analysis: MATH: 425, 426, 521, 522, 525, 526	
Applied Mathematics Continuous:	
MATH: 420, 560*, 564, 566, 568	
Applied Mathematics Discrete: MATH: 569, 580, 581, 584	
Computer Science: CMPT: 570-599, 670-699,	
MATH: 514*, 516*, 517*, 560*	
Geometry: MATH: 428, 450, 551, 554, 555	
Statistics: MATH: 540	
STAT: 440-449, 541-549, 640-649	
Courses must be taken in at least 3 of these 7 areas. At least 9 semester hours must be at the 500 or 600 level. MATH: 425 and 431 must be elected if equivalent courses have not been taken previously.	
III. Free Electives	6
IV. A comprehensive examination in Mathematics Education (based on courses in Groups A and B above) and a subspecialty selected from Algebra, Analysis, Computer Science or Statistics. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives.	

*MATH: 514, 516, 517 and 560 even though listed in two areas may only count for credit in one of the two areas.

Note: The Ed.D. in Pedagogy, Mathematics Education specialization is described under Pedagogy (Ed.D.).

**MS Mathematics
Pure and Applied Mathematics Concentration**

	Semester Hours
I. Pure Mathematics	12
Algebra: MATH: 531-532 or MATH: 535-536	
Analysis: MATH: 521-522 or MATH: 525-526	

- II. Applied Mathematics 6
Two courses selected from:
MATH: 560, 564, 580, 581, 584
- III. Computer Science, Mathematics and/or Statistics Electives 15
In addition to any of the remaining courses listed above, any of the mathematics courses numbered MATH 520-569, 580-599, 620-669, 680-699; STAT 541-549, 640-649, including but not limited to: MATH 540, 566, 568, 569; STAT 541, 548 may be selected. Alternative electives (e.g. MATH: 420 to 469; STAT 440-449; CMPT 570-599, 670-699) are encouraged with prior written approval of the graduate coordinator. MATH 425-426 must be elected if equivalent courses haven't been taken previously.
- IV. A comprehensive examination in Algebra, Analysis and Applied Mathematics.

MS Mathematics Statistics Concentration

- | | | Semester
Hours |
|------|--|---------------------------|
| I. | Statistics Courses
MATH: 541, 542, 544, 548 | 12 |
| II. | Computer Science, Mathematics and/or Statistics Electives
Courses selected from:
CMPT: 570-599, 670-699
MATH: 420-469; 520-569, 580-599; 620 -669, 680-699
STAT: 440-449; 541-549, 640-649

At least 12 semester hours must be at the 500 or 600 level. MATH 425, 426 and either STAT 440 or 443 must be taken if equivalent courses have not been taken previously. | 15 |
| III. | Free Electives | 6 |
| IV. | A comprehensive examination in Statistics and a subspecialty selected from Algebra, Analysis or Computer Science. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives. | |

MATHEMATICS

Course Descriptions

- | | | Semester
Hours |
|-----------------|--|---------------------------|
| MATH 501 | MATHEMATICS FOR COMPUTER SCIENCE I
Sets, relations, functions, graphs, trees, propositional calculus, induction and recursion, applications to computer science. May not be used for credit by Mathematics or Computer Science majors.
<i>Prerequisite: Permission of graduate coordinator.</i> | 4 |
| MATH 502 | MATHEMATICS FOR COMPUTER SCIENCE II
An introduction to linear algebra, vectors, matrices, counting rules, probability theory, random variables, Poisson and binomial distribution, with applications to computer science. May not be used for credit by Mathematics and Computer Science majors.
<i>Prerequisite: Permission of graduate coordinator.</i> | 4 |

MATH 503 MATHEMATICS FOR COMPUTER SCIENCE III 3

Differential and integral calculus, infinite series, applications to computer science. May not be used for credit by Mathematics and Computer Science majors .

Prerequisites: Permission of graduate coordinator.

MATH 510, 511 WORKSHOP IN MATHEMATICS 3 each
EDUCATION I, II

Specific contemporary topics and current issues in the junior and senior high school.

Prerequisite: Departmental approval.

MATH 512 TECHNOLOGY IN THE MIDDLE SCHOOL 3
MATHEMATICS CURRICULUM

This course is designed to provide experiences in the integration of technology into middle school mathematics classes. The primary emphases will be on the analysis and evaluation of software addressing the middle grades and the use of calculators, including graphing and fraction calculators, as problem-solving tools, to enhance the teaching/learning process. The course will also include experiences with using spreadsheets, developing simple programming skills, and reading current literature describing exemplary models and practices in the use of technology in the mathematics classroom. May not be taken for credit by Computer Science majors.

Prerequisite: Permission of graduate coordinator.

MATH 513 COMPUTER SCIENCE CONCEPTS FOR 3
HIGH SCHOOL TEACHERS

This course is specifically designed to help high school mathematics teachers prepare to use the microcomputer as a tool in their classrooms. Topics include an introduction to computer literacy, elements of BASIC programming, the evaluation of commercial software, the appropriate use of the software and a survey of relevant professional literature. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

Prerequisite: Permission of graduate coordinator.

MATH 514 ADVANCED PLACEMENT COMPUTER SCIENCE CONCEPTS 3

This course is specifically designed to help senior high school teachers prepare to instruct the AP course in computer science. Topics include the problem solving process, good programming style, the syntax of the current AP language, and their applications to computer science. Additional topics include algorithms, data structures, procedures, program design, sorting and searching. Minimal prior knowledge of a high level language is assumed. May not be used for credit for Computer Science majors.

Prerequisite: Permission of graduate coordinator.

MATH 520 SET THEORY 3

Historical development, paradoxes, ordered sets, Schroder-Bernstein theorem, axiom of choice, transfinite induction, cardinal and ordinal numbers.

Prerequisite: MATH 222 Calculus III and permission of graduate coordinator.

MATH 521, 522 REAL VARIABLES I, II 3 each

Real number system, Lebesgue measure and integration, differentiation, Fourier series, LP, metric, normed vector, Banach and Hilbert spaces. The sequences 521, 522 and 525, 526 are usually offered in alternate years.

Prerequisites: MATH 426 Advanced Calculus II and permission of graduate coordinator for 521; MATH 521 for 522.

MATH 525, 526 COMPLEX VARIABLES I, II**3 each**

Integration and differentiation in the complex domain, Cauchy's Theorem and Cauchy's integral formula, Laurent expansion, residues, elements of conformal mapping, series and product representations. The sequences 525, 526, and 521, 522 are usually offered in alternate years.

Prerequisites: MATH 426 Advanced Calculus II and permission of graduate coordinator for 525; MATH 525 for 526.

MATH 531, 532 ABSTRACT ALGEBRA I, II**3 each**

Basic algebraic structures including groups, rings, fields, modules and lattices. The sequences 531, 532, and 535, 536 are usually offered in alternate years.

Prerequisites: MATH 431 Foundations of Modern Algebra and permission of graduate coordinator for 531; MATH 531 for 532.

MATH 535, 536 LINEAR ALGEBRA I, II**3 each**

Vector spaces and linear transformations, including inner products, matrix representations, binary and quadratic forms, eigenvectors, canonical forms, and functions of matrices. The sequences 535, 536, and 531, 532 are usually offered in alternate years.

Prerequisites: MATH 335 Linear Algebra and permission of graduate coordinator for 535; MATH 535 for 536.

MATH 537 MATHEMATICAL LOGIC**3**

Propositional and predicate calculus, model theory, Godel's completeness theorems and decidability.

Prerequisites: MATH 425 Advanced Calculus I and permission of graduate coordinator.

MATH 540 PROBABILITY**3**

Sample spaces and events, combinatorial analysis, conditional probability and stochastic independence, random variables and probability distributions, expected value and variance, probability generating functions, continuous random variables.

Prerequisites: MATH 340 Probability and permission of graduate coordinator.

MATH 551 TOPOLOGY**3**

Basic point-set topology, topological spaces, homeomorphisms, compactness, connectedness, separation properties, uniformities, metrizability, introductory algebraic topology, homology groups and homotopy.

Prerequisites: MATH 425 Advanced Calculus I and permission of graduate coordinator.

MATH 554 PROJECTIVE GEOMETRY**3**

Projective planes and spaces are studied by synthetic and analytic approaches. Topics covered include the theorems of Desargues and Pappus, harmonic sequences, projectivities, coordinatization, finite planes, and conics.

Prerequisites: MATH 335 Linear Algebra and permission of graduate coordinator.

MATH 555 DIFFERENTIAL GEOMETRY**3**

Application of vectors to the study of classical three-dimensional geometry. Topics include: plane and space curves, first and second fundamental forms, lines of curvature, asymptotic lines, geodesics.

Prerequisites: MATH 222 Calculus III and permission of graduate coordinator.

MATH 560 NUMERICAL ANALYSIS 3

Error analysis, interpolation and approximation theory, numerical solution of linear and nonlinear equations, numerical differentiation and integration, numerical solution of differential equations.

Prerequisites: MATH 335 Linear Algebra, and permission of graduate coordinator.

MATH 564 ORDINARY DIFFERENTIAL EQUATIONS 3

Linear and nonlinear equations, Green's functions, power series solutions, autonomous systems, existence and uniqueness, singularities, Sturm-Liouville systems.

Prerequisites: MATH 335 Linear Algebra and 420 Differential Equations and permission of graduate coordinator.

MATH 566 PARTIAL DIFFERENTIAL EQUATIONS 3

First order equations, separation of variables, series solutions, hyperbolic, parabolic and elliptic equations, characteristics, transform methods.

Prerequisites: MATH 335 Linear Algebra and 420 Differential Equations and permission of graduate coordinator.

MATH 568 APPLIED MATHEMATICS: CONTINUOUS 3

Formulation, manipulation and evaluation of mathematical models of continuous systems. Topics selected from: conservation principles and the classical equations of mathematical physics, applications of the qualitative and quantitative theory of ordinary and partial differential equations, optimization, calculus of variations, stability theory, stochastic models.

Prerequisites: MATH 335 Linear Algebra and 340 Probability and 420 Differential Equations and 425 Advanced Calculus I and permission of graduate coordinator.

MATH 569 APPLIED MATHEMATICS: DISCRETE 3

Introduction to the basic ideas of discrete mathematics and its applications. Counting principles, permutations, combinations, algorithms, complexity, graphs, trees, searching and sorting, recurrence relations, generating functions, inclusion-exclusion, the pigeon-hole principle, chromatic number, eulerian chains and paths, hamiltonian chains and paths, flows in network, finite Markov chains.

Prerequisites: MATH 335 Linear Algebra and 340 Probability and 425 Advanced Calculus I and permission of graduate coordinator.

**MATH 570 ADMINISTRATION AND SUPERVISION
OF MATHEMATICS 3**

Problems of organization, administration and supervision in the mathematics program of the school. Functions, duties and qualifications of the supervisor investigated. Current problems and research findings.

Prerequisite: Permission of graduate coordinator.

**MATH 571 CURRICULUM CONSTRUCTION IN
MATHEMATICS 3**

Contemporary proposals for the mathematics of grades K through 12. Consideration is given to the problem of implementation of current recommendations. Examination is made of mathematical concepts underlying various programs.

Prerequisite: Permission of graduate coordinator.

- MATH 572 TEACHING OF GENERAL MATHEMATICS 3**
 Mathematics programs for the non-college bound high school student. Investigation of contemporary literature. Basic characteristics and needs of nonacademic students, preparation and use of resource materials, classroom teaching techniques and methods of motivation. Emphasis on development of suitable curricula for nonacademic students.
Prerequisite: Permission of graduate coordinator.
- MATH 573 MATHEMATICS MATERIALS FOR THE TEACHER OF MATHEMATICS 3**
 Construction, adaptation and effective use of materials to improve the teaching of high school mathematics. Particular attention given to the overhead projector, aids, and models and to material for the mathematics laboratory and club activities.
Prerequisites: Permission of graduate coordinator.
- MATH 574 PROBLEM ANALYSIS IN SECONDARY MATHEMATICS 3**
 Psychology and techniques of problem-solving. Discovery and heuristic methods. Intuitive and inductive reasoning in the solution of non-routine problems from high school mathematics. Problem formulation and solution.
Prerequisites: MATH 222 Calculus III and permission of graduate coordinator.
- MATH 575 SELECTED TOPICS IN MATHEMATICS EDUCATION 3**
 Selection of topics associated with secondary and early college years of mathematics investigated from an advanced point of view. Topics selected to give the teacher a professionalized subject matter viewpoint of such areas as algebra, geometry, number theory, real and complex analysis, probability and history of mathematics.
Prerequisites: MATH 222 Calculus III and permission of graduate coordinator.
- MATH 576 RESEARCH SEMINAR IN MATHEMATICS EDUCATION 3**
 Designed for matriculated graduate students in the mathematics education program. Students survey and analyze recent research projects.
Prerequisite: Permission of graduate coordinator.
- MATH 577 MATHEMATICS EDUCATION IN THE ELEMENTARY SCHOOL 3**
 The contemporary mathematics curriculum of the elementary and middle school. Content: The role of behavioral objectives and learning theory in curriculum development/teacher training. Related research findings.
Prerequisite: Permission of graduate coordinator.
- MATH 578 SPECIAL TOPICS IN MATHEMATICS EDUCATION 3**
 Topics may be selected from areas such as assessment, cooperative learning, elementary education, fractals, graphing calculators, NCTM Standards, and other special areas of interest to mathematics educators.
Prerequisite: Permission of graduate coordinator.

MATH 579

APPLIED MATHEMATICS FOR THE SECONDARY SCHOOLS

3

Applications of secondary and undergraduate mathematics and techniques for including these applications in the secondary curricula.

Prerequisites: MATH 335 Linear Algebra, and 340 Probability or equivalent, and permission of graduate coordinator.

MATH 580

COMBINATORIAL MATHEMATICS

3

Arrangements and selections, binomial coefficients, Stirling numbers, generating functions, recurrence relations, inclusion-exclusion, Polya enumeration formula, combinatorial graph theory, combinatorial geometries.

Prerequisites: MATH 222 Calculus III and permission of graduate coordinator.

MATH 581

GRAPH THEORY

3

Graphs, digraphs, and trees. Connectivity, separability, planarity, and colorability. Cliques, independent sets, matchings, flows and tours. Graphs as mathematical models; graph algorithms.

Prerequisites: MATH 222 Calculus III and 335 Linear Algebra and permission of graduate coordinator.

MATH 584

SELECTED TOPICS IN OPERATIONS RESEARCH

3

An in-depth study of one or at most two topics in operations research, selected from linear programming and game theory, linear and nonlinear programming, queuing theory, inventory theory, simulation models.

Prerequisites: MATH 425 Advanced Calculus I and STAT 440 Statistical Methods and permission of graduate coordinator.

MATH 590

SELECTED TOPICS IN ADVANCED MATHEMATICS

3

An in-depth study of a topic or topics selected from areas such as algebra, analysis, geometry, probability and statistics, and applied mathematics, with special emphasis upon recent developments in the field.

Prerequisite: Permission of graduate coordinator.

MATH 595

SEMINARS IN MATHEMATICS

1 - 4

Guided study of selected topics in major field of interest.

Prerequisite: Permission of graduate coordinator.

MATH 690

INDEPENDENT STUDY IN MATHEMATICS

3

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in mathematics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

Prerequisite: Permission of graduate coordinator. Departmental approval

Mathematics courses are also offered as part of the specialization in Mathematics Education in the Ed.D. in Pedagogy. Please refer to the index for the page number for the Ed.D. in Pedagogy where those mathematics courses are described.

MUSIC

Chairperson: Dr. Ruth Rendleman

Graduate Advisor: Dr. Donald Mintz (Performance, Theory/Composition)

Dr. Lisa DeLorenzo (Music Education)

Prof. Karen Goodman (Music Therapy)

Graduate study in Music offers four concentrations leading to the degree of Master of Arts: Performance, Theory/Composition, Music Therapy and Music Education. Performance stresses applied music skills; Theory/Composition stresses creativity and the structure of music; Music Therapy stresses the use of music as a therapeutic tool to help children and adults with disabilities; Music Education stresses philosophical and practical approaches to the work of the music specialist in the American public school.

Although certain core courses are required of all graduate students regardless of the concentration, each concentration provides for a measure of individualized course election in accordance with the background, needs and interests of the student.

Registration in applied music and theory is dependent on the placement examination administered by the Department; a student may not register for work in these areas until the examination has been taken and the student is fully matriculated (see below under Admission Requirements).

ADMISSION REQUIREMENTS

In addition to the general admission requirements stated in this bulletin (see Admission to Graduate Study), all students must present an undergraduate major in music (or the equivalent) with at least 40 semester hours of work in theory, music history and private study in a performance medium. Courses in music education may be included as part of this background.

All applicants must demonstrate familiarity with musical vocabulary and literature as well as proficiency in the following: performing primary, sight singing, aural and written theory, score analysis, listening analysis, and basic piano skills (keyboard harmony, sight-reading of chorale literature and simple improvisation). Audition literature in the primary medium must represent significant solo material from a variety of eras, one of which must be contemporary. Applicants majoring in orchestral instruments must also present significant passages from orchestral literature.

Applicants to the Theory/Composition concentration must submit a portfolio of compositions and/or analytical studies for consideration by the theory faculty. Applicants to the Performance concentration must present an undergraduate major in the primary medium (including at least six semesters of study plus a graduation recital) or professional experience satisfactory to the Music Department. Applicants to the Music Education curriculum must present a certificate in the teaching of music. Applicants in Music Therapy must possess a bachelor's degree or the equivalent (to be determined via audition) of a bachelor's in music plus a minimum of three psychology courses (Psychology of the Handicapped, Developmental Psychology, Abnormal Psychology). The music audition will place special emphasis on those skills particularly relevant to music therapy (improvisation, sight-reading, dictation, transposition). An interview with the music

therapy faculty will be required in order to evaluate student initiative, the development of a philosophy concerning music as a therapeutic art, and emotional and intellectual stability.

Applied Music

Special regulations and procedures for the study of applied music are available from the Graduate Advisor. Tuition charges for the study of applied music are based on a special fee structure; information is available from the Registrar or the Department of Music.

Applied music may be taken for academic credit only after the student has passed the Department Audition and Placement Examination and is fully matriculated, and may be taken only with MSU faculty. Every course number for private lessons requires authorization from the graduate advisor, the instructor and the department chairperson. This authorization should be obtained by July 1 (for those desiring study in the fall) or by December 1 (for those studying in the spring); the availability of applied music study to students who have not received approval by these dates cannot be assured. Lessons are normally not given in the summer.

No more than 2 semester hours of credit may be awarded for work in a secondary medium. "Music electives" or "electives" in the student's work program will not normally be used for private study, although they may be so assigned in certain instances.

All students studying Applied Music are expected to take jury examinations in each semester of applied music study. The grade for the last semester of the sequence will not be given until all recital requirements are completed. Performance majors taking private lessons are required to participate in appropriate major ensembles. Keyboard majors will be given appropriate accompaniment assignments.

Graduate students who are taking applied music may be required to perform in ensembles and are encouraged to do so even when not required. Details about such performance may be obtained from the department chairperson, graduate advisor, and/or ensemble conductor. In most cases, credits earned can count toward the degree.

Examinations

All candidates for the degree of Master of Arts in Music in all concentrations except education must pass the Department's Comprehensive Examination, given each year in October and March. Applications for this examination must be made in writing to the Graduate Advisor by October 1 for the October examination and by February 1 for the March examination.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN MUSIC

Note: The 32 semester hours noted for each concentration (39.5 semester hours for Music Therapy) are a minimum. Undergraduate transcripts and audition and placement results may require additional undergraduate work before courses are begun, graduate work in excess of the minimum 32 (39.5) semester hours, or both. Prerequisite undergraduate coursework may be followed by another audition for entrance to graduate study.

Concentration in Performance

Semester Hours

I.	Required Courses	21
A.	Applied music lessons in a performing medium*	12
B.	Theory sequence MUCP 511, 512	6
C.	Seminar in Historical Research, MUHS 604	3
II.	Electives in Music History or Music Literature	5
III.	Electives in Music	3
IV.	Humanities electives (art history, language, literature, history, philosophy; may be at 400 level)	3
V.	Two recitals	0
A.	Each to include at least 60 minutes of music exclusive of intermissions or pauses.	
B.	One must be public; the other may be public or before a faculty jury. Procedures are available from the Graduate Advisor for Music.	
VI.	Comprehensive examination	0
	(Voice majors and accompanying majors will be given language tests as well. Details are available from the Graduate Advisor.)	

* Performance majors taking applied music will be assigned to a major ensemble. Keyboard majors taking applied lessons will be given appropriate accompaniment assignments.

Note: Piano performance majors wishing to emphasize accompanying must make appropriate arrangements with the graduate advisor.

Concentration in Theory/Composition

I.	Required Courses	23
A.	Applied Music, selected with approvals of instructor, Graduate Advisor and Department Chairperson from MUAP 511, 512, 613, or 614	4
B.	Theory sequence MUCP 511, 512	6
C.	Private study in composition (may be either creative or analytical work) MUCP 518, 519	6
D.	Seminar in Historical Research MUHS 604	3
E.	Theory and composition	4
II.	Humanities electives (art history, language, literature, history, philosophy; may be at 400 level)	3
III.	Music electives	5
IV.	Composition and public performance of one of the larger forms for orchestra, vocal ensemble or chamber ensemble	0
V.	Comprehensive examination	0

Concentration in Music Therapy

The concentration in Music Therapy is intended for students who have completed training as music therapists and wish to develop advanced clinical skills. Students will choose one of three specializations: Music Therapy with Mild/Moderately Impaired Youth, Music Therapy with Severely/Profoundly Impaired Youth, or Music Therapy with Adult Psychiatric clients.

	Semester Hours
I. Required Courses	21.5
A. Required Music Therapy/Music Courses	
MUTH 620 Music Therapy Seminar I: Severely/Profoundly Impaired Youth	
OR	
MUTH 622 Music Therapy Seminar I: Mild/Moderately Impaired Youth	
OR	
MUTH 624 Music Therapy Seminar I: Adult Psychiatric	4
MUTH 621 Music Therapy Seminar II: Severely/Profoundly Impaired Youth	
OR	
MUTH 623 Music Therapy Seminar II: Mild/Moderately Impaired Youth	
OR	
MUTH 625 Music Therapy Seminar II: Adult Psychiatric	4
MUTH 501 Psychology of Music	3
MUTH 510 Group Music Therapy Experience	1.5
MUCP 511 Theoretical and Aural Skills in Music I	3
MUPR 590 Piano Improvisation	2
MUTH 601 Thesis	4
B. Required Psychology Courses	6
PSYC 510 Research Methods in Psychology	3
PSYC 561 Developmental Psychology	3
PSYC 580 Personality	3
II. Electives (9 semester hours)	
(Select 9 semester hours for specialization in consultation with the graduate music therapy advisor, and according to individual career objectives.)	
PSYC 564 Psychological Aspects of Disabling Conditions	3
PSYC 565 Child and Adolescent Psychopathology	3
PSYC 573 Physiological Psychology	3
PSYC 578 Psychological Tests and Measurements	3
PSYC 582 Behavior Modification	3
PSYC 593 Clinical Interviewing	
OR	
PSYC 670 Introduction to Psychotherapy	3
PSYC 667 Abnormal Psychology	3
CS&D 506 Assessment of Preschool Children with Disabilities I	3
CS&D 509 Implementing Programs for Young Children with Disabilities	3
CS&D 518 Neuromotor Development of the Young Child	3
CS&D 579 Special Education for Students with Disabilities	3
CS&D 580 Nature and Identification of Learning Problems	3

CS&D 582 Basic Instructional Techniques for Students with Learning Problems (<i>Teacher of the Handicapped section</i>)	3
CS&D 583 Language Disorders of Children (Non-Speech Pathology section)	3
CS&D 595 Medical and Physical Bases of Disabilities	3
IV. Comprehensive examination	0
<i>Note: Additional specialization music therapy seminars may be elected with permission of advisor.</i>	
Total minimum semester hours	39.5-

Concentration in Music Education, Thesis Track

The thesis track is recommended for students interested in music education research or those who plan to pursue doctoral work in music education. This track provides coursework in music and in music teaching with special emphasis on research skills/application.

I. Music Core Courses	12-13
A. Required Courses	
MUCP 511 Theoretical and Aural Skills in Music I	3
MUHS 549 Modern Music	3
B. Elective Courses	6-7
Any applied (MUAP), theory (MUCP), history (MUHS), or interdisciplinary course in music. No more than 3 semester hours in an ensemble.	
II. Music Education Courses	12-13
A. Required Course	
MUED 603 Seminar in Music Education	3
B. Elective (MUED)	9-10
No more than 3 semester hours of workshop credit.	
III. Related Course	3
ELRS 503 Methods of Research	3
IV. Thesis	4
Minimum semester hours	32

Concentration in Music Education, Practioner Track

The non-thesis track is recommended for students who wish to advance their teaching skills and pedagogical understanding. This track places special emphasis on music teaching practice through coursework based on current trends in the field.

I. Music Core Courses	12
A. Required Courses	
MUCP 511 Theoretical and Aural Skills in Music I	3
MUHS 549 Modern Music	3
B. Elective Courses	6
Any applied (MUAP), theory (MUCP), history (MUHS), or interdisciplinary course in music. No more than 3 semester hours in an ensemble.	

II.	Music Education Courses	15
A.	Required Course	
	MUED 603 Seminar in Music Education	3
	Core Courses	6
	Choose among:	
	MUED 518 Microcomputers in Education	3
	MUED 570 Critical and Creative Thinking in Music	3
	MUED 560 Teaching Music from the World's Cultures	3
B.	Elective (MUED)	6
	No more than 3 semester hours of workshop credit.	
III.	Related Courses	3
	Any course:	
	COUN 559 Dynamics of Group Process	1-3
	ELAD 510 Educational Administration I	3
	ELAD 540 Supervision I	3
	CURR 522 Innovations in Teaching	3
	CURR 523 Education in the Inner City	3
	CURR 530 Principles of Curriculum Development	3
	CURR 546 Education for the Gifted and Talented	3
	EDFD 520 Development of Educational Thought	3
	EDFD 540 Social Forces and Education	3
	EDFD 545 Political Forces and Education	3
	EDFD 548 Crucial Issues in American Education	3
	PSYC 560 Advanced Educational Psychology	3
	PSYC 563 Theories of Learning	3
	PSYC 564 Psychological Aspects of Disabling Conditions	3
	PSYC 565 Child and Adolescent Psychopathology	3
	SOCI 565 Sociology of Youth	3
	SOCI 574 Sociology of Ethnic Relations	3
	SOCI 576 The Family as an Institution	3
	SOCI 577 Sociology of Poverty in the United States	3
IV.	Field Project	3
	Comprehensive examination may be taken in lieu of the field project. When choosing this option, the student will need to complete an additional 3 semester hours of course work in areas I-III.	
	Minimum semester hours	33

Certification

While some of the graduate courses listed in this catalog may be applied to certification as a teacher in the New Jersey public schools or as a Board Certified Music Therapist, the bulk of courses required by these certifications are available only at the undergraduate level. Certification is quite separate from a Master of Arts degree. Those interested in the M.A. should contact the Department of Music for an interview with the appropriate advisor prior to beginning the admission process.

MUSIC

Course Descriptions

	Semester Hours
MUAP 511 APPLIED MUSIC I	1
Fifteen half-hour lessons per semester, private instruction. <i>Prerequisites: Departmental approval. Music fee.</i>	
MUAP 512 APPLIED MUSIC II	1
Fifteen half-hour lessons per semester, private instruction. <i>Prerequisites: MUAP 511. Music fee.</i>	
MUAP 613 APPLIED MUSIC III	1
Fifteen half-hour lessons per semester, private instruction. <i>Prerequisites: MUAP 512. Music fee.</i>	
MUAP 614 APPLIED MUSIC IV	1
Fifteen half-hour lessons per semester, private instruction. <i>Prerequisites: MUAP 613. Music fee.</i>	
MUAP 521 APPLIED MUSIC I	2
Fifteen one-hour lessons per semester, private instruction. <i>Prerequisites: Departmental approval. Music fee.</i>	
MUAP 522 APPLIED MUSIC II	2
Fifteen one-hour lessons per semester, private instruction. <i>Prerequisites: MUAP 521. Music fee.</i>	
MUAP 623 APPLIED MUSIC III	2
Fifteen one-hour lessons per semester, private instruction. <i>Prerequisites: MUAP 522. Music fee.</i>	
MUAP 624 APPLIED MUSIC IV	2
Fifteen one-hour lessons per semester, private instruction. <i>Prerequisites: MUAP 623. Music fee.</i>	
MUAP 531 APPLIED MUSIC I	3
Fifteen one-hour lessons per semester, private instruction. <i>Prerequisites: Departmental approval. Music fee.</i>	
MUAP 532 APPLIED MUSIC II	3
Fifteen one-hour lessons per semester, private instruction. <i>Prerequisites: MUAP 531. Music fee.</i>	
MUAP 633 APPLIED MUSIC III	3
Fifteen one-hour lessons per semester, private instruction. <i>Prerequisites: MUAP 532. Music fee.</i>	
MUAP 634 APPLIED MUSIC IV	3
Fifteen one-hour lessons per semester, private instruction <i>Prerequisites: MUAP 633. Music fee.</i>	

MUAP 541	APPLIED MUSIC I	4
Fifteen one-hour lessons per semester, private instruction.		
<i>Prerequisites: Departmental approval. Music fee.</i>		
MUAP 542	APPLIED MUSIC II	4
Fifteen one-hour lessons per semester, private instruction.		
<i>Prerequisites: MUAP 541. Music fee.</i>		
MUAP 643	APPLIED MUSIC III	4
Fifteen one-hour lessons per semester, private instruction.		
<i>Prerequisites: MUAP 542. Music fee.</i>		
MUAP 561	APPLIED MUSIC I	6
Fifteen one-hour lessons per semester, private instruction. Recital required.		
<i>Prerequisite: Departmental approval. Music fee.</i>		
MUAP 662	APPLIED MUSIC II	6
Fifteen one-hour lessons per semester, private instruction. Recital required		
<i>Prerequisites: MUAP 561. Music fee.</i>		
MUCP 511	THEORETICAL AND AURAL SKILLS IN MUSIC I	3
Principles and practice of music construction, aural skills in manipulating pitch and rhythm, and related structural analysis. The total spectrum of music as a base, with specific techniques of pitch and rhythm approached from harmonic and contrapuntal standpoints. Primitive and simple folk idioms, modal counterpoint in two and three parts, diatonic tonal harmony in vocal and instrumental idioms, tonal counterpoint in two parts and free composition.		
<i>Prerequisite: Music majors only.</i>		
MUCP 512	THEORETICAL AND AURAL SKILLS IN MUSIC II	3
Continuation of MUCP 511. Complex non-Western systems, modal and tonal imitative counterpoint in three and four parts, chromatic tonal harmony and expanded resources and techniques of the twentieth century.		
<i>Prerequisite: MUCP 511; Music majors only.</i>		
MUCP 518	PRIVATE STUDY IN COMPOSITION I	3
Advanced work in musical composition in forms and genres determined jointly by teacher and student. Fifteen private lessons per semester.		
<i>Prerequisites: Music majors only. Special fee.</i>		
MUCP 519	PRIVATE STUDY IN COMPOSITION II	3
Continuation of MUCP 518.		
<i>Prerequisites: MUCP 518; Music majors only. Special fee.</i>		
MUCP 520	PRIVATE STUDY IN COMPOSITION III	3
Advanced work in various genres and forms of instrumental and/or vocal music.		
<i>Prerequisites: MUCP 519; Music majors only. Special fee.</i>		
MUCP 521	PRIVATE STUDY IN COMPOSITION IV	3
Advanced work in various genres and forms of instrumental and/or vocal music.		
<i>Prerequisites: MUCP 520; Music majors only. Special fee.</i>		

- MUCP 525 KEYBOARD HARMONY FOR PIANO MAJORS I** 1
Skills pianists will need as professional performers, therapists, and educators. Harmonization, transposition, improvisation, realization of figured bass, reduction of open scores, and sightreading.
Prerequisite: Music majors only.
- MUCP 526 KEYBOARD HARMONY FOR PIANO MAJORS II** 1
Continuation of MUCP 525.
Prerequisite: MUCP 525; Music majors only.
- MUCP 561 ADVANCED STUDIES IN MICROTONAL MUSIC** 3
Advanced studies in microtonal music, Harry Partch's theories and compositions, contemporary compositional applications.
Prerequisite: MUHS 561.
- MUCP 562 MICROTONAL COMPOSITION PROJECTS** 2
Composition projects for the MSU Harry Partch Ensemble. May be repeated three times for a total of 8 credits.
Prerequisite: MUHS 561. Corequisite: MUPR 561.
- MUCP 599 INDEPENDENT STUDY IN THEORY/COMPOSITION** 1 - 4
Individual work performed in connection with a regularly scheduled course but in greater depth than normally required by that course.
Prerequisite: Department approval.
- MUCP 600 INDEPENDENT STUDY IN THEORY/COMPOSITION** 1 - 4
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for the semester in which the work will be completed.
Prerequisite: Departmental approval.
- MUED 500 WORKSHOP IN MUSIC EDUCATION** 1 - 3
Changing conditions in the schools and new methods and materials for in-service and pre-service teachers. Lectures, demonstrations. Literature and materials selected according to workshop focus.
Prerequisite: Departmental approval.
- MUED 501 PSYCHOLOGY OF MUSIC** 3
Psychological foundations of music, including cognition perception, emotional meaning; musical development and learning; testing for musical ability; research methodology. Cross listed with Music, MUTH 501.
Prerequisite: Departmental approval.
- MUED 510 SELECTED TOPICS IN MUSIC EDUCATION** 1-3
This course provides a forum for in-depth examination of a selected topic in classroom music teaching.
Prerequisite: Departmental approval.
- MUED 518 MICROCOMPUTERS IN MUSIC EDUCATION** 3
A profile of a microcomputer music system, a history of microcomputer applications to music, a review of pre-college, collegiate, and professional music software, the basics of music programming, a review of MIDI applications and MIDI keyboards, the use of interactive video discs in music, and the future of computer applications to music.

MUED 520 GENERAL MUSIC IN SECONDARY SCHOOL 3

Examination and practicum of methods, materials and philosophies of non-performance courses in the junior and senior high school.

MUED 521 CREATIVE MOVEMENT AND DANCE 3
EXPERIENCES FOR CHILDREN

Investigating the principles of movement in relationship to the principles of music as a format for designing dance and movement experiences which enhance the music learning process. A focus on strategies appropriate for the elementary music classroom. Active participation. Field component. Midterm/final project.

MUED 522 PEDAGOGY OF THE PIANO 2

Principles, materials, and techniques for teaching piano to individuals or groups, in school or studio situation.

MUED 550 MUSIC EDUCATION TECHNIQUES FOR 3
CHILDREN WITH DISABILITIES

Special education techniques as applied to music education; teaching music through movement and simple rhythm instruments. Covers all areas of a broad-based education program as it applies to K-12 populations with mild to moderate handicaps.

MUED 560 TEACHING MUSIC FROM THE WORLD'S CULTURES 3

World musics from cultural and pedagogical perspectives. Following a geographic approach, i.e., Asia, Africa, selected musics will serve as a basis for exploring the musical stylistic dimensions, regional influences, cultural influences, and interrelationships with other art forms. Hands-on application to classroom music teaching K-12. May be repeated one time for a total of six credits.

MUED 570 CRITICAL AND CREATIVE THINKING IN MUSIC 3

Theories of critical and creative thinking with application to the music classroom; developing music strategies that facilitate problem solving and thinking development. Field component.

MUED 579 PROBLEMS AND MATERIALS OF 3
INSTRUMENTAL MUSIC

Evaluation of teaching experiences; problems of organizing instrumental music in school; literature for orchestra, band and small ensemble at various levels.

MUED 580 PROBLEMS AND MATERIALS OF 3
CHORAL MUSIC

Survey of choral repertoire for accompanied and unaccompanied groups, for changing, unchanged and mixed voices. Evaluation materials; building programs. Class constitutes a laboratory chorus.

MUED 599 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4

Regularly listed courses pursued in greater depth, by arrangement with graduate advisor for music prior to registration. May be elected more than once during the program, but only once each semester.

Prerequisite: Departmental approval.

MUED 600 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for the semester in which the work will be completed.

Prerequisite: Departmental approval.

MUED 603 SEMINAR IN MUSIC EDUCATION 3

Philosophies of music education and their application to the classroom. Investigation and application of techniques of research as they apply to music education.

Prerequisite: Majors only.

MUED 604 SUPERVISION AND ADMINISTRATION OF SCHOOL MUSIC PROGRAMS 3

Functions and responsibilities of school music administration based on philosophies of music education, leadership styles and techniques of management and personnel relationships.

MUED 605 FIELD PROJECT IN MUSIC EDUCATION 3

This seminar is designed to help students focus on their area of study and design an appropriate field project. This seminar also entails directed independent study in field projects.

Prerequisites: MUED 603; Music majors only.

MUED 606 THESIS IN MUSIC EDUCATION 4

This seminar is designed to help graduate students focus on their area of study and write a preliminary proposal. This seminar also entails directed independent study in thesis projects.

Prerequisites: MUED 603; Music majors only.

MUHS 500 SELECTED TOPIC IN MUSIC I 3

Study of a specific area. May be taken a second time. 7 week course.

MUHS 501 SELECTED TOPIC IN MUSIC II 3

Study of a specific area. May be taken a second time. 7 week course.

MUHS 502 SELECTED PROBLEMS IN MUSIC HISTORY AND ANALYSIS 3

A series of projects in music history and analysis involving detailed work on pieces selected with the needs and interests of members of the class in mind. Students will also be expected to master the contents of a standard textbook. For graduate students whose placement tests have indicated that further work in history and analysis is needed prior to undertaking full-fledged graduate work in those areas; others by permission of the instructor. Does not count toward a graduate degree.

MUHS 505 PERFORMANCE PRACTICE IN THE BAROQUE ERA 3

Problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the time of Caccini and Monteverdi through that of J. S. Bach and Handel.

MUHS 506 PERFORMANCE PRACTICE IN THE CLASSICAL ERA 3

Problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the second decade of the eighteenth century through the works of Beethoven.

- MUHS 549 MODERN MUSIC 3**
Musical styles of the twentieth century: historical sources, major composers, and recent trends.
- MUHS 561 HARRY PARTCH - LIFE AND WORKS 3**
Survey of basic theories, instrument inventions, compositions. Features hands-on introduction to instruments, just intonation, acoustics and ear training.
- MUHS 599 INDEPENDENT STUDY IN MUSIC HISTORY AND LITERATURE 1 - 4**
Course work in one of the regularly listed catalog courses of the department of Music (but not Applied Music) in depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course.
Prerequisite: Departmental approval.
- MUHS 600 INDEPENDENT STUDY IN MUSIC HISTORY AND LITERATURE 1 - 4**
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity independent of any course structure. May cover two semesters; student registers for the semester in which the work will be completed.
Prerequisite: Departmental approval.
- MUHS 604 SEMINAR IN HISTORICAL RESEARCH 3**
Study of music bibliography, research method and critical analysis.
Prerequisite: Music majors only
- MUHS 605 SEMINAR IN HISTORICAL AND THEORETICAL STUDIES 3**
Research and discussion of selected topics in the literature of music focusing on stylistic and analytical problems.
Prerequisite: Music majors only
- MUHS 606 SEMINAR IN HISTORICAL AND THEORETICAL STUDIES II 3**
Continuation of MUHS 605.
Prerequisites: MUHS 605; Music majors only.
- MUPR 529 CHORAL CONDUCTING 2**
Problems and techniques of choral rehearsal and performance: tone production, intonation, balance and diction. Accompanied and unaccompanied choral repertoire.
Prerequisite: Departmental approval.
- MUPR 530 ADVANCED CONDUCTING 3**
Baton techniques, clef reading, playing from score at the piano, transposition, score analysis, rehearsal techniques and problems of interpretation and accompaniment by orchestra and band, as well as choral conducting techniques.
Prerequisite: Departmental approval.
- MUPR 531 ENSEMBLE: CHORUS 1 - 4**
Rehearsal and performance in conventional choral media. Admission by audition only. May repeat.

- MUPR 533 ENSEMBLE: OPERA WORKSHOP 0 - 2**
 Rehearsal and performance of operatic repertoire in English or English translation. Admission by audition only. Auditions held in the semester prior to the one in which the workshop is offered. Open to pianists and singers. May repeat for credit.
- MUPR 535 ENSEMBLE: BAND 1 - 4**
 Rehearsal and performance of band and wind ensemble literature. Admission by audition only. May repeat.
- MUPR 537 ENSEMBLE: ORCHESTRA 1 - 4**
 Rehearsal and performance of orchestral repertoire. Admission by audition only. May be repeated for credit.
- MUPR 539 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
GERMAN VOCAL LITERATURE
 Coaching small groups in refinements of performance, including stylistic interpretation, programming, interpretative analysis, diction, etc. Open through audition to both singers and pianists.
Prerequisite: Music majors only.
- MUPR 543 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
WOODWIND LITERATURE
 Coaching small groups in solo and small ensemble literature for woodwind instruments. Stress on stylistic interpretation, tone, balance and other refinements of performance. Open through audition. Pianists may register as accompanists, but must audition.
Prerequisite: Music majors only.
- MUPR 544 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
BRASS LITERATURE
 Similar to MUPR 543, but focusing on brass repertoire. Open to pianists and brass players through audition.
Prerequisite: Music majors only.
- MUPR 545 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
STRING LITERATURE
 Similar to MUPR 543, but focusing on string repertoire. Open to pianists and string players through audition.
Prerequisite: Music majors only.
- MUPR 546 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
ORGAN LITERATURE
 Similar to MUPR 543, but focusing on organ repertoire. Open to organists only, through audition.
Prerequisite: Music majors only.
- MUPR 547 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
PIANO LITERATURE
 Similar to MUPR 543, but focusing on piano repertoire. Open to pianists only, through audition.
Prerequisite: Music majors only.

MUPR 548 MASTER CLASS IN MUSICAL PERFORMANCE: PERCUSSION LITERATURE 2

Similar to MUPR 543, but focusing on percussion repertoire. Open to percussionists through audition.

Prerequisite: Music majors only.

MUPR 550 CHAMBER ENSEMBLE PERFORMANCE I 1

Participation in instrumental or vocal ensembles. Pre-registration may be required. One ensemble per course number. May be repeated for credit.

Prerequisite: Departmental permission.

MUPR 551 CHAMBER ENSEMBLE PERFORMANCE II 1

Participation in instrumental or vocal ensemble. Pre-registration may be required. One ensemble per course number. May be repeated for credit.

Prerequisite: Departmental permission.

MUPR 552 CHAMBER ENSEMBLE PERFORMANCE III 1

Participation in instrumental or vocal ensemble. Pre-registration may be required. One ensemble per course number. May be repeated for credit.

Prerequisite: Departmental permission.

MUPR 553 CHAMBER ENSEMBLE PERFORMANCE IV 1

Participation in instrumental or vocal ensemble. Pre-registration may be required. One ensemble per course number. May be repeated for credit.

Prerequisite: Departmental permission.

MUPR 561 HARRY PARTCH ENSEMBLE 0.5

Learning to play instruments from the Harry Partch instrumentarium and new techniques on standard instruments, voice. Repertoire ensemble. May be repeated three times for a total of 2 credits.

MUPR 590 PIANO IMPROVISATION 2

Development of keyboard skills and ear-training for clinical improvisation.

Prerequisite: Departmental approval.

MUPR 599 INDEPENDENT STUDY IN MUSIC PERFORMANCE 1 - 4

Regularly listed course work pursued in great depth, by permission of graduate advisor for music prior to registration. May be elected more than once during the program but only one course per semester.

Prerequisite: Departmental approval.

MUPR 600 INDEPENDENT STUDY IN MUSIC PERFORMANCE 1 - 4

Individual pursuit of a problem of performance or an aspect of musical repertoire, culminating in a performance and appropriate written work. Arranged with the graduate advisor for music and a course advisor appointed by him prior to the independent study semester. May cover two semesters; student registers for the semester in which the work will be completed.

Prerequisite: Departmental approval.

MUTC 561 MUSIC INSTRUMENT INVENTION 2

Studies in acoustics and instrument construction through creative projects and ongoing maintenance of HARRY Partch instrumentarium. May be repeated once for a total of 4 credits.

- MUTH 501 PSYCHOLOGY OF MUSIC** 3
 Psychological foundations of music including cognition, perception, emotional meaning, musical development and learning; testing for musical ability; research methodology. Cross listed with Music, MUED 501.
- MUTH 502 THE USE OF MUSIC IN SPECIAL EDUCATION** 3
 Musical development relative to child development. Music activity will be adopted for varying handicapped child populations.
Prerequisite: Departmental approval.
- MUTH 510 GROUP MUSIC THERAPY EXPERIENCE** 1.5
 Use of creative media to express and explore feelings and issues in a supportive and productive environment. Specific content to be determined by members and therapist. Group members may apply what they have experienced to their own client groups. May be repeated for credit.
Prerequisite: Music majors only.
- MUTH 520 EXPERIMENTAL RESEARCH IN MUSIC** 3
 Methods of experimental research in music and music therapy. Knowledge of experimental research techniques assumed. Emphasis is on using these skills to design and execute research projects .
Prerequisite: Music majors only.
- MUTH 599 INDEPENDENT STUDY IN MUSIC THERAPY** 1 - 3
 Regularly listed courses pursued in greater depth, by arrangement with the instructor prior to registration. May be elected more than once during the program, but only one course per semester.
Prerequisites: Departmental approval.
- MUTH 600 INDEPENDENT STUDY IN MUSIC THERAPY** 1 - 4
 Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters; student registers for the semester in which the work will be completed.
Prerequisite: Departmental approval.
- MUTH 601 THESIS** 4
 Research and develop a topic of interest. Thesis may be experimental, theoretical, historical, or descriptive research.
Prerequisite: Departmental approval.
- MUTH 620 MUSIC THERAPY SEMINAR I: SEVERELY/PROFOUNDLY IMPAIRED YOUTH** 4
 Introduction to theoretical and applied skills in use of music therapy with severely/profoundly impaired youth. Developmental framework, applied to review of relevant literature, normal musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with this population, incorporation of special education techniques, music therapy evaluation. Practicum included.
Prerequisite: Music majors only.

MUTH 621 MUSIC THERAPY SEMINAR II: 4

SEVERELY/PROFOUNDLY IMPAIRED YOUTH

Advanced theoretical and applied skills in use of music therapy with severely/profoundly impaired youth. Developmental framework, applied to review of relevant literature, normal musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with this population, incorporation of special education techniques, music therapy evaluation. Practicum included.

Prerequisite: Music majors only.

MUTH 622 MUSIC THERAPY SEMINAR I: 4

MILD/MODERATELY IMPAIRED YOUTH

Introduction to combination of theoretical and applied skills in the use of music therapy with mild/moderately impaired youth. Developmental framework, applied to review of relevant literature, on musical development related to social, cognitive, and motor development, developmental assessment, and music therapy goal planning, music therapy activity with mild/moderately impaired populations, incorporation of special education techniques of music therapy evaluation. Practicum included.

Prerequisite: Music majors only.

MUTH 623 MUSIC THERAPY SEMINAR II: 4

MILD/MODERATELY IMPAIRED YOUTH

Advanced theoretical and applied skills in use of music therapy with mild/moderately impaired youth. Developmental framework, applied to review of relevant literature on musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with mild/moderately impaired populations, incorporation of special education techniques, music therapy evaluation. Practicum included.

Prerequisite: Music majors only.

MUTH 624 MUSIC THERAPY SEMINAR I: 4

ADULT PSYCHIATRIC

Introductory theoretical and applied skills in use of music therapy with adult psychiatric clients. Review of relevant literature on adult psychiatric clients with emphasis on rationale for approaches and treatment. Study of group literature. Music therapy sessions with emphasis on observation of behavior. Practicum included.

Prerequisite: Music majors only.

MUTH 625 MUSIC THERAPY SEMINAR II: 4

ADULT PSYCHIATRIC

Advanced theoretical and applied skills in the use of music therapy with adult psychiatric clients. Review of relevant literature on adult psychiatric clients with emphasis on rationale for approaches and treatment. Study of group process literature. Music therapy sessions with emphasis on observation. Practicum included.

Prerequisite: Music majors only.

NEW JERSEY SCHOOL OF CONSERVATION

Interim Director: Dr. Nicholas J. Smith-Sebasto

The New Jersey School of Conservation is the Environmental Education Field Campus of Montclair State University. It is the largest university-operated environmental education center in the world. The School of Conservation is located 57 miles from the main campus on a 240-acre tract located in the Stokes State Forest in Sussex County. Administratively, it is part of the College of Science and Mathematics.

The programs at the School of Conservation are designed to provide students with a greater understanding and appreciation of the role natural areas play as part of a life support system. The resident programs provide field experiences in the environmental sciences, humanities, social studies and outdoor pursuits. Each academic year the school provides resident environmental education programs for about 8,000 elementary/secondary school students, and 2,000 teachers from 100 schools. There are also several field courses provided for graduate students. In addition, there are three weekend workshops held each academic year designed to train classroom teachers and youth leaders in environmental education curriculum development and field techniques for programs in environmental education. The workshops are held in October, February, and May. Each workshop carries one semester hour of undergraduate or graduate credit. During the summer, the School offers ten-day courses at the graduate level for teachers pursuing advanced degrees in environmental education and related fields.

Course Descriptions

	Semester Hours
CNFS 460 PRACTICUM IN ENVIRONMENTAL EDUCATION	3
This course is designed to provide future teachers and supervisors with a background of experience and knowledge which will enable them to organize and conduct environmental education programs. Using an extensive library of environmental education materials, students formulate teaching units, lists of teaching aids, and projects suitable for use in environmental education programs. Participating in programs with school children in residence at the School of Conservation furnishes a practical background for environmental education development.	
CNFS 470 INTRODUCTION TO WILDERNESS STEWARDSHIP	2
Intensive two-week back country camping course to be held entirely in the field. Provides a basic understanding of how to utilize our natural areas with minimum environmental impact while pursuing outdoor recreational activities. An additional laboratory fee to cover food, lodging, and equipment is required.	

CNFS 471 FUNDAMENTALS OF WILDERNESS LEADERSHIP 3

Intensive three-week back country camping course to be held entirely in the field. Throughout the program, leadership, judgment, conservation, and sound expedition skills and abilities are emphasized and practiced. A lab fee to cover the cost of food, lodging, and equipment is required.

Prerequisite: CNFS 470.

CNFS 495 WORKSHOP ON UTILIZING NATURAL ENVIRONMENTS 1

To provide classroom teachers in all disciplines with experiences in using the environment to supplement classroom experiences. Opportunity for teachers to increase their knowledge of, as well as skills in, the techniques of incorporating the physical, biological, and socio-cultural components of the environment in their curricula will be emphasized through the use of small group lecture sessions held in the natural environment being described. Students are provided with the opportunity of administering and experimenting in each of four such environments out of a choice ranging from 15 to 20 specific subject areas.

CNFS 496 FIELD STUDY IN HUMANITIES AND NATURAL SCIENCE 1

Provides teachers in varied and diversified subject areas with an understanding of how the humanities and sciences may be taught in various environments for the purpose of developing an environmental sensitivity.

CNFS 497 FIELD STUDIES IN SOCIAL STUDIES AND OUTDOOR RECREATION 1

Provides an understanding of how outdoor pursuits and social studies may be taught using the environment to develop environmental sensitivity. Does not meet resident requirement.

CNFS 500 CURRICULUM DEVELOPMENT IN ENVIRONMENTAL EDUCATION 3

The historical, philosophical, and conceptual aspects of developing a K-12 environmental education curriculum. The focus is on the four major curriculum areas: humanities, social studies, environmental science and outdoor pursuits with proposed activities for the classroom, school grounds, community, and natural areas, intended to enhance the students' awareness of environmental problems and their possible solutions.

CNFS 501 OUTDOOR TEACHING SITES FOR ENVIRONMENTAL EDUCATION 2

This course will include a working definition of outdoor environmental teaching sites as they relate to current developments in environmental education. Also incorporated, through lecture and discussion, will be pertinent information on the philosophy, design, construction, and use of outdoor environmental teaching sites, with special emphasis on sites which can be developed on land areas adjacent to schools.

Corequisite: CNFS 521.

CNFS 502 AMERICAN HERITAGE SKILLS 2

This course will focus on the home life-style for the American colonies from the 1600s to the 1800s. Various skills such as spinning, working with wool, natural dyeing, candle making, rug making, soap making, quilting, and food processing will be demonstrated. Students will have the opportunity to develop their proficiency in these areas. The colonial living skills will be integrated into a general overview of the two hundred year period under consideration, rather than considered as isolated elements. Must be taken concurrently with CNFS 522.

Corequisite: CNFS 522.

CNFS 503 HUMANITIES AND THE ENVIRONMENT 3

This course will focus on the cycle of humanity's relationship to nature based on three sequential stages: 1) humans in nature, in which archaic religions, myths and legends will be investigated; 2) humans versus nature, which will be a consideration of the alienation due to the influence of science and technology; and 3) humans and nature, which will consider the new mysticism of today. The course work will include lecture, discussion, seminar, and independent study.

CNFS 505 SOCIETY AND THE NATURAL ENVIRONMENT 2

This course will focus upon interrelationships of a forest ecosystem. Soil, water, plants, and animals found in a northeastern hardwood forest will be examined in detail. Their relationship to humankind will be discussed and reviewed.

Corequisite: CNFS 525.

**CNFS 521 FIELD LABORATORY EXPERIENCE IN
OUTDOOR TEACHING SITES FOR
ENVIRONMENTAL EDUCATION 1**

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course, "Outdoor Teaching Sites for Environmental Education" (CNFS 501), and to provide practical field exercises in developing environmental education teaching site strategies.

Corequisite: CNFS 501

**CNFS 522 FIELD LABORATORY EXPERIENCE IN
AMERICAN HERITAGE SKILLS 1**

The field experiences in this one-credit course are designed to support, supplement, and amplify the theoretical foundations communicated in the course, "American Heritage Skills" (CNFS 502), and to provide practical applications of both the content of "American Heritage Skills" and its methodology.

Corequisite: CNFS 502.

**CNFS 525 FIELD LABORATORY EXPERIENCE IN SOCIETY
AND THE NATURAL ENVIRONMENT 1**

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course "Society and the Natural Environment" (CNFS 505).

Corequisite: CNFS 505.

CNFS 530 WORKSHOP IN WILDLIFE MANAGEMENT EDUCATION 1

This is a field course designed to provide information about wildlife and environmental topics to be included in a school curriculum. Curriculum supplements include Project WILD and Aquatic WILD.

CNFS 595 CONSERVATION BIOLOGY: THE PRESERVATION OF BIOLOGICAL DIVERSITY 3

This course addresses concerns about the loss of biological diversity and genetic resources through species extinctions. Students will learn about the importance of maintaining biological diversity, the problems involved in monitoring and protecting sensitive and crucial habitat, the impact of human societies on biodiversity, the alternatives to the destruction of habitat/species, the prospects of restoration, and the policies needed to prevent the loss of biological diversity. Students will also learn about population processes that are directly related to species survival. This course is cross listed with BIOL 595.

Prerequisite: One semester of college biology with laboratory.

CNFS 601 ADVANCED ENVIRONMENTAL EDUCATION SEMINAR 2

The seminar is for advanced students who want to examine, in depth, a selected topic related to current developments in environmental education. The seminar will choose a particular issue facing environmental education, develop a method for studying that issue, and produce a publishable work (e.g. curriculum materials or academic paper) related to the topic.

Prerequisites: CNFS 500.

Corequisite: CNFS 621.

CNFS 609 INDEPENDENT STUDY IN ENVIRONMENTAL CURRICULUM DEVELOPMENT 1 - 4

Teachers, who have participated in academic programs at the School of Conservation and wish to deepen their understanding of environmental education activities, may enroll in this independent study. In doing so, they may develop an environmental education program for a specific grade level, subject discipline, or school district. Credit is dependent on the scope and depth of the program to be developed.

Prerequisite: Departmental approval.

CNFS 610 ADMINISTRATION AND SUPERVISION OF ENVIRONMENTAL FIELD STUDY 2

This course is intended to provide an overview of administrative procedures in organizing and implementing a day or resident program in environmental education. Among the areas to be reviewed are: historical and philosophical perspectives, development of a field curriculum, staff selection and training, financial management, facility design and selection of equipment.

Corequisite: CNFS 620.

**CNFS 620 FIELD LABORATORY EXPERIENCES IN
ADMINISTRATION AND SUPERVISION OF
ENVIRONMENTAL FIELD STUDY**

1

The field experiences in this one-credit graduate course are designed to support and supplement the theoretical foundations communicated in the course, "Administration and Supervision of Environmental Field Study" (CNFS 610) and to provide opportunities to conduct on-site facility evaluation, test teaching equipment, discuss training programs with faculty at other facilities, and review financial management and business procedures used in the variety of centers.

Corequisite: CNFS 610.

**CNFS 621 FIELD LABORATORY EXPERIENCE
IN ENVIRONMENTAL EDUCATION**

1

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course "Advanced Environmental Education Seminar" (CNFS 601).

Corequisite: CNFS 601.

PHYSICAL EDUCATION

Chairperson: Prof. Timothy Sullivan

Graduate Advisor: Dr. Michele Fisher

The graduate program in Physical Education provides students the opportunity to pursue advanced study in the general field of physical education, and to develop competency in an area of concentration. Concentrations are offered in Teaching and Supervision of Physical Education, Coaching and Sports Administration, and Exercise Sciences. The program is designed to develop and enhance competencies necessary for teaching in school programs, coaching of athletics, conducting individualized exercise programs, administration of physical education and/or athletics, and administration of specialized exercise programs in a non-school setting.

Both theoretical and practical approaches are emphasized throughout the program. In addition to course work in an area of concentration, all students complete a core of required courses including philosophical and sociological foundations of sport and physical education. Analytical skills are developed through a sequence of courses culminating in a research project. A comprehensive examination is required of all degree candidates.

Facilities for research in motor learning, biomechanics, and exercise physiology are provided in the Speidel Human Performance Laboratory. These facilities are available for classwork and independent research by students and faculty.

The Department of Health Professions, Physical Education, Recreation and Leisure Studies is a member of the Panzer School Council and is administered by the College of Education and Human Services. The Master of Arts degree with a major in Physical Education has been offered at Montclair State since 1964.

ADMISSION REQUIREMENTS

All applicants must meet the basic admission requirements for graduate study at Montclair State. Applicants for the concentration in Teaching and Supervision of Physical Education must have a bachelor's degree with a major in Physical Education, or a teaching certificate in Physical Education. For the concentration in Coaching and Sports Administration, a bachelor's degree with evidence of coursework in anatomy and physiology, motor learning, kinesiology, and philosophy/principles of coaching is required. For the concentration in Exercise Sciences, applicants must have a bachelor's degree with evidence of coursework in anatomy and physiology, chemistry, physiology of exercise, and nutrition. Students lacking adequate preparation may be required to take additional coursework at the undergraduate level as a prerequisite to matriculation in the master's program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PHYSICAL EDUCATION

I.	Required Courses	14
	PEMJ 575 Philosophical and Sociological Foundations of Sport and Physical Education	3
	PEMJ 579* Analytic Methods in Physical Education	3
	PEMJ 503 Research Methods in Physical Education	3
	PEMJ 505 Research Seminar in Physical Education	1
	PEMJ 603 Research Project	4
	(Full year course, register in Fall only)	

*Course 579 must be completed before 503 and both 503 and 505 must be completed before 603.

II.	Concentrations	15
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In addition to the required courses above, students must complete 15 semester hours in one of the following concentrations.

A. Teaching and Supervision of Physical Education*

PEMJ 556	Advanced Motor Learning	3
PEMJ 557	Human Motor Development	3
PEMJ 560	Curriculum in Physical Education	3
PEMJ 565	Reflective Teaching in Physical Education	3
PEMJ 577	Supervision in Physical Education	3

*The supervisory certificate may be obtained with appropriate selection of elective courses.

B. Coaching and Sports Administration

PEMJ 508	Administration and Supervision of Athletics and Coaching	3
PEMJ 554	Orientation to Sports Medicine	3
PEMJ 555	Biomechanical Analysis of Movement and Sport Skills	3
PEMJ 556	Advanced Motor Learning	3
PEMJ 559	Applied Sport Psychology	3

C. Exercise Sciences

PEMJ 539	Advanced Exercise Physiology	3
PEMJ 540	Applied Exercise Physiology	3
PEMJ 541	Aerobic Exercise: Testing and Programming	3
PEMJ 542	Applied Cardiac Rehabilitation	3
PEMJ 543	Anaerobic Exercise: Testing and Programming	3

III.	Free Electives	6
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Any graduate course for which a student meets prerequisites is acceptable. Students with specific goals should confer with the advisor for recommended electives.

IV. Comprehensive Examination

All students are required to complete a comprehensive examination during the last year of their study. The examination is given in October and March. Application forms are available in the Office of the Graduate School and must be filed at least six weeks before the examination with the Graduate Advisor in Physical Education. The examination consists of two questions from the concentration area and one question related to philosophy/sociology of physical education, sport, and

fitness. Candidates are limited to three attempts to successfully complete the examination.

SUMMARY

Required Courses	14 s.h.
Concentration	15 s.h.
Free Electives	6 s.h.
	Minimum 35 s.h.

Note: The following PEMJ courses are general electives within the program:

PEMJ 492	Selected Topics in Physical Education
PEMJ 516	Comparative Physical Education
PEMJ 531	Practicum in Physical Education for the Handicapped
PEMJ 535	Advanced Management of Wellness Programs
PEMJ 548	Practicum in Individualized Exercise Programs
PEMJ 550	Survey of Literature and Trends in Physical Education
PEMJ 552	Seminar in Current Problems in Athletics
PEMJ 553	A Neurological Approach to Motor Learning and Performance

A list of suggested electives from other departments is available from the graduate advisor.

PHYSICAL EDUCATION

Course Descriptions

	Semester Hours
PEMJ 503 RESEARCH METHODS IN PHYSICAL EDUCATION	3
An introduction to the theory and methods of historical, descriptive and experimental methods of research in physical education. Topics include the nature of research, interpretation of data and design of research.	
<i>Prerequisite: PEMJ 579.</i>	
PEMJ 505 RESEARCH SEMINAR IN PHYSICAL EDUCATION	1
Provides for the examination of current research topics in physical education, sport, and exercise sciences. Each student will conduct an in-depth review and analysis of literature related to a specific research topic, and develop a formal research proposal.	
<i>Prerequisite: PEMJ 503 and 579.</i>	
PEMJ 508 ADMINISTRATION AND SUPERVISION OF ATHLETICS AND COACHING	3
Underlying principles and desirable practices from the point of view of the administrator and supervisor, and of the person supervised and subjected to administrative policies. Interviewing, observation, conducting conferences and administrative considerations.	
PEMJ 531 PRACTICUM IN PHYSICAL EDUCATION FOR THE HANDICAPPED	3
Practical experience with mentally retarded, emotionally disturbed, physically handicapped or sensory handicapped persons. Requirement is for 120 hours (including conference time).	
<i>Prerequisites: PEMJ 557 and instructor's permission.</i>	

PEMJ 535 ADVANCED MANAGEMENT OF WELLNESS PROGRAMS 3

An in-depth study of the role and responsibilities of management in wellness programs with an emphasis on programs in physical education, sport, and fitness. Current theories and practices will be examined, including specific techniques for carrying out management tasks and responsibilities.

PEMJ 539 ADVANCED EXERCISE PHYSIOLOGY 3

An advanced course in exercise physiology. Topics include muscular contraction; bioenergetics; energy expenditure; acid-base balance; gas exchange; and the cardiovascular, pulmonary, endocrine, and nervous system responses to acute exercise.

Prerequisite: PEMJ 220 or permission of instructor.

PEMJ 540 APPLIED EXERCISE PHYSIOLOGY 3

An advanced course in applied exercise physiology. Topics include physiological adaptations to chronic exercise, dietary manipulation, pharmacological intervention, and environmental stressors; the underlying mechanisms affecting those physiological adaptations; and the effect of those adaptations on human physical performance. Body composition assessment and interventions to change body composition are also discussed.

Prerequisites: PEMJ 539 or permission of instructor.

PEMJ 541 AEROBIC EXERCISE: TESTING AND PROGRAMMING 3

This course focuses on developing the skills necessary to conduct aerobic fitness testing and to prepare aerobic exercise prescriptions/programs. Topics include aerobic fitness testing protocols, assessment of various physiological variables during exercise testing, and aerobic exercise prescription/programs for healthy and special populations.

Prerequisite: PEMJ 539 or permission of instructor.

PEMJ 542 APPLIED CARDIAC REHABILITATION 3

This course is designed to provide the student with current information regarding the application of scientific and programming principles of cardiac rehabilitation in a variety of settings. Students are also given the opportunity to work with actual cardiac rehabilitation patients in an appropriate hospital setting.

Prerequisites: PEMJ 539 or permission of instructor.

PEMJ 543 ANAEROBIC EXERCISE: TESTING AND PROGRAMMING 3

The course is an advanced course in neuromuscular resistance training and conditioning and flexibility training. Topics include anaerobic and flexibility fitness testing protocols, and anaerobic and flexibility exercise prescriptions/programs for healthy and special populations.

Prerequisite: PEMJ 539 or permission of instructor.

PEMJ 544 ADMINISTRATION OF SPECIALIZED EXERCISE PROGRAMS 3

This course provides information concerning principles of administration, staffing, facilities, equipment, and finance to prepare the student to administer specialized exercise programs in a variety of settings.

EXERCISE PROGRAMS

This course provides the student the opportunity for practical experience in the application of individualized exercise prescriptions for asymptomatic and/or symptomatic individuals in a variety of non-school settings.

Prerequisites: Completion of required courses within area of specialization in exercise sciences (12 sh) or permission of instructor.

PEMJ 550 SURVEY OF LITERATURE AND TRENDS**3****IN PHYSICAL EDUCATION**

Comprehensive survey of books, periodicals and other teaching materials in the field of physical education; outstanding authors and current leaders in physical education are studied.

PEMJ 552 SEMINAR IN CURRENT PROBLEMS IN ATHLETICS**3**

The organization, planning and administration of intramural and interscholastic sports programs for men and women. Program development, scheduling, promotion and conduct of the program and personnel selection. Other persistent problems identified by the students will be discussed as will trends in such areas as sports media, coaching and officiating.

PEMJ 553 A NEUROLOGICAL APPROACH TO**3****MOTOR LEARNING AND PERFORMANCE**

The psychology of motor behavior, a neuropsychological approach; integrating neuropsychological and behavioral information as a beginning toward understanding motor behavior.

PEMJ 554 ORIENTATION IN SPORTS MEDICINE**3**

New techniques, materials, modalities and problems related to the prevention and care of athletic injuries; current developments in the field; new conditioning concepts and activities for both the athlete and non-athlete.

Prerequisites: Courses in kinesiology, physiology of exercise and prevention and care of athletic injuries, or permission of instructor.

PEMJ 555 BIOMECHANICAL ANALYSIS OF**3****MOVEMENT AND SPORT SKILLS**

The examination of internal and external forces that act upon a human body and the effects produced by these forces during the performance of movement and sport skills. Application of techniques for measuring and diagrammatically representing these forces.

PEMJ 556 ADVANCED MOTOR LEARNING**3**

An analysis of theory and research related to the processes involved in the learning and performance of motor skills, including information processing, neuropsychological mechanisms of motor control, structure of practice, and factors in memory/retention. Emphasis will be placed on application of principles of motor learning and control to the teaching/coaching of motor skills.

PEMJ 557 HUMAN MOTOR DEVELOPMENT**3**

An analysis of theory and research related to the process of human motor development, including prenatal concerns, the interaction of cognitive and motor ability, and the development of fundamental movement patterns. Emphasis will be placed on assessment of motor development and implications for physical education programs.

PEMJ 559 APPLIED SPORT PSYCHOLOGY 3

This course provides an in-depth analysis of the theories and techniques of sport psychology. Student will learn how to apply these skills to the teaching and coaching situations in order to optimize the performance of students and athletes.

PEMJ 560 CURRICULUM IN PHYSICAL EDUCATION 3

This course provides an analysis of current curricular models for physical education programs grades K-12. Strategies for curriculum change are also examined, and students have opportunities to apply theories of curriculum development to actual school settings.

PEMJ 565 REFLECTIVE TEACHING IN PHYSICAL EDUCATION 3

The focus of this course is on reflective practice. In particular, specific strategies for reflection will be presented, and different ways of studying teaching behavior and teaching effectiveness will be explored.

PEMJ 575 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF SPORT AND PHYSICAL EDUCATION 3

The historical development of modern physical education programs. The sociological factors affecting behavior in modern society applied to teaching and coaching situations.

PEMJ 577 SUPERVISION IN PHYSICAL EDUCATION 3

An analysis of theory and research related to supervision in facilitating effective teaching to provide pupils with appropriate learning experiences in Physical Education programs.

Prerequisite: PEMJ 565.

PEMJ 579 ANALYTIC METHODS IN PHYSICAL EDUCATION 3

An introduction to descriptive and inferential statistics, both parametric and nonparametric. Analytic methods will be applied to specific problems in physical education, and microcomputer programs will be used to analyze behavioral data.

PEMJ 580 INDEPENDENT STUDY IN PHYSICAL EDUCATION 1 - 3

An experience in the pursuit of study of topics which may be outside the scope of regular curricular offerings or may be an extension of a course or courses. A student may complete a maximum of three semester hours credit in independent study. Completion and approval of independent study application form required prior to registration.

Prerequisite: Departmental approval.

PEMJ 600 THESIS 4

PEMJ 603 RESEARCH PROJECT 4

Guidance is provided in developing and conducting a research project in physical education. Each student is required to conduct an investigation of a specific problem and to submit a written report of the completed project to the faculty of the department of physical education. Full year course. Register fall only.

Prerequisite: PEMJ 503.

PSYCHOLOGY

Chairperson: Dr. Sandra-Collins

Graduate Advisor: Dr. Paul Locher

The MA in Psychology with a concentration available in Industrial and Organizational Psychology is described immediately below. For the MA in Educational Psychology and the concentrations in Child/Adolescent Clinical Psychology and Clinical Psychology for Spanish-English Bilinguals, see following pages.

MASTER OF ARTS DEGREE IN PSYCHOLOGY

Program Director: Dr. Kenneth Sumner

The Master of Arts in Psychology is designed primarily as an intermediate degree. This program prepares the student for advanced studies in many psychological fields such as developmental, experimental, learning, personality and counseling, school, and social psychology.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at MSU.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Psychology Test of the Graduate Record Examination.
3. Approval by the departmental committee.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PSYCHOLOGY

	Semester Hours
I. Required Courses	13
PSYC 510 Research Methods in Psychology	3
PSYC 520 Human Experimental Psychology	4
PSYC 550 Quantitative and Statistical Methods	3
PSYC 578 Psychological Tests and Measurements	3
II. Specialization courses	12
To be selected with the advice and approval of the Graduate Advisor.	
III. Free electives	6
To be selected with the advice and approval of the Graduate Advisor.	
IV. Thesis	
PSYC 600 Thesis	4
V. Comprehensive Examination:	
Successful completion of a written comprehensive examination precedes the oral defense of the thesis.	

Total semester hours: 35

CONCENTRATION IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Program Director: Dr. Jennifer Bragger

The Industrial and Organizational Psychology Concentration is designed to prepare persons for work in business and industry as professional specialists in the application of psychological knowledge and techniques in organizations or to prepare persons for continued education in the field of Industrial Organizational Psychology or related fields (Organizational Behavior or Human Resources). The program draws from many areas of psychology especially testing, statistics, experimental design, learning, motivation, and interpersonal relations.

REQUIREMENTS FOR THE INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

		Semester Hours
I.	Required Courses	16
	PSYC 510 Research Methods in Psychology	3
	PSYC 520 Human Experimental Psychology	4
	PSYC 550 Quantitative and Statistical Methods	3
	PSYC 578 Psychological Tests and Measurements	3
	PSYC 658 Seminar in Industrial and Organizational Psychology	3
II.	Specialization (Select 3 courses)	9
	PSYC 554 Psychology of Business and Industry	3
	PSYC 557 Theory and Application in Consumer Psychology	3
	PSYC 558 Personnel Psychology	3
	PSYC 570 Psychology of Human Factors	3
	PSYC 571 Organizational Psychology	3
III.	Thesis	4
	PSYC 600 Thesis	4
	or	
	PSYC 611 Internship in Applied Psychology	4
IV.	Electives: Psychology	Maximum of 6
	PSYC 552 General Social Psychology	3
	PSYC 563 Theories of Learning	3
	PSYC 568 Psychology of Group Dynamics	3
	PSYC 582 Behavior Modification	3
V.	Electives: Other Departments	Maximum of 6
	To be selected with the approval of the Graduate Advisor.	
VI.	Comprehensive Examination	

Total Semester Hours: 38

MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

Graduate Advisor: Dr. Paul Locher

The Master of Arts in Educational Psychology aims to increase the student's knowledge of the application of psychological theory to educational practice.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State University. In addition, the applicant must have 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology, and be approved by the departmental committee.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

	Semester Hours
I. Required Courses	15
PSYC 510 Research Methods in Psychology	3
PSYC 561 Developmental Psychology	3
PSYC 563 Theories of Learning	3
PSYC 578 Psychological Tests and Measurement	3
PSYC 660 Current Topics in Educational Psychology	3
II. Electives: Psychology	15
To be selected with the advice and approval of the Graduate Advisor.	
III. Electives: Other Departments	6
To be selected with the advice and approval of the Graduate Advisor.	
IV. Thesis (Elective)	
V. Comprehensive Examination	
Minimum: 34 semester hours with Thesis option or 36 semester hours without Thesis option. Students who elect the Thesis option will take one less course in each Elective category (II and III).	

CONCENTRATION IN CHILD/ADOLESCENT CLINICAL PSYCHOLOGY

Program Director: Dr. Robert McCormick

REQUIREMENTS FOR THE CONCENTRATION IN CHILD/ADOLESCENT CLINICAL PSYCHOLOGY

	Semester Hours
I. Required Courses	9
PSYC 510 Research Methods in Psychology	3
PSYC 561 Developmental Psychology	3
PSYC 578 Psychological Tests and Measurements	3
II. Required clinical sequence:	18
PSYC 565 Child and Adolescent Psychopathology	3
PSYC 574 Individual Intelligence Testing	3
PSYC 575 Projective Techniques I	3
PSYC 593 Clinical Interviewing	3
PSYC 670 Introduction to Psychotherapy	3
PSYC 680 Externship in Clinical Psychology	3
III. Electives	9
To be selected with the advice and approval of the program director and graduate advisor.	
IV. Thesis (optional)	
V. Comprehensive Examination	

Total Semester Hours: 36

CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

Program Director: (To be appointed)

The Clinical Psychology Concentration for Spanish-English Bilingual Psychologists prepares graduates to function in applied mental health settings that have a significant Spanish-speaking clientele.

REQUIREMENTS FOR THE CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

	Semester Hours
I. Required Courses	12
PSYC 510 Research Methods in Psychology	3
PSYC 561 Developmental Psychology	3

	PSYC 578	Psychological Tests and Measurements	3
	PSYC 660	Current Topics in Educational Psychology	3
II.	Specialization		21
	PSYC 551	Mental Health Issues of Hispanics	3
	PSYC 574	Individual Intelligence Testing	3
	PSYC 575	Projective Techniques I	3
	PSYC 593	Clinical Interviewing	3
	PSYC 667	Abnormal Psychology	3
	PSYC 670	Introduction to Psychotherapy	3
	PSYC 680	Externship in Clinical Psychology	3
III.	Elective		3
	ANTH 538	Ethnopsychology	3
	COUN 559	Dynamics of Group Process	3
	COUN 581	Community Resources	3
	COUN 590	Counseling the Alcoholic and the Substance Abuser	3
	HECO 542	Dynamics of Family Interaction	3
	HECO 544	Intercultural Study of Family	3
	PSYC 552	General Social Psychology	3
	PSYC 582	Behavior Modification	3
	PSYC 685	Psychoanalytic Theory	3
	SOCI 574	Sociology of Ethnic Relationships	3
	SOCI 577	Sociology of Poverty in the United States	3
IV.	Comprehensive Examination		

Total Semester Hours: 36

SCHOOL PSYCHOLOGIST CERTIFICATION

(N.J. State Certificate)

Program Director: Dr. Ofelia Rodriguez-Srednicki

The School Psychologist Certification Program is designed to meet the need for school psychologists by offering an integrated sequence of courses and supervised school, clinical, and community experiences.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Graduate Record Examination in Psychology.
3. Four letters of recommendation.
4. Approval by the departmental committee. All materials must be received by the Graduate School office by February 1 for the following September.
5. Applicants without an advanced degree should also apply for either the MA in Psychology or MA in Educational Psychology.

REQUIREMENTS FOR THE SCHOOL PSYCHOLOGIST CERTIFICATION PROGRAM

			Semester Hours
I.	Educational Foundations		12
	One multicultural course from the following (3 semester hours):		
	COUN 595 Multicultural Counseling		3
	PSYC 551 Mental Health Issues of Hispanics		3
	SOCI 574 Sociology of Ethnic Relationships		3
	One curriculum/reading course from the following (3 semester hours):		
	CURR 523 Education in the Inner City		3
	CURR 538 Discipline and Group Management in the Classroom		3
	CURR 599 Curricular and Social Dynamics of Schooling		3
	CURR 551 Problem Solving and Critical Inquiry in Curriculum Development		3
	READ 407 Reading: Theory and Process		3
	READ 500 The Nature of Reading		3
	READ 508 Critical Thinking and Literacy		3
	And		
	PSYC 668 Consultation Methods in Psychoeducational Settings		3
	And		
	SPED 582 Basic Instructional Techniques for Students with Learning Problems		
	OR		
	SPED 587 Advanced Instructional Techniques for Students with Learning Problems		3
II.	Education of the Handicapped (Select two courses)		6
	SPED 579 Special Education for Students with Disabilities		3
	PSYC 564 Psychological Aspects of Disabling Conditions		3
	PSYC 565 Child and Adolescent Psychopathology		3
III.	Testing and Clinical Techniques		30-33
	PSYC 510 Research Methods in Psychology		3
	PSYC 550 Quantitative and Statistical Methods		3
	PSYC 574 Individual Intelligence Testing		3
	PSYC 575 Projective Techniques I		3
	PSYC 576 Projective Techniques II		3
	PSYC 578 Psychological Tests and Measurements		3
	PSYC 593 Clinical Interviewing		3
	PSYC 610 Diagnostic Case Studies		3
	PSYC 661 Practicum in School Psychology		3
	PSYC 662 School Psychologist Externship		3
	PSYC 670 Introduction to Psychotherapy*		3
	*Note: Highly recommended course.		
IV.	Personality and Behavioral Development		12
	PSYC 561 Developmental Psychology		3
	PSYC 563 Theories of Learning		3
	PSYC 582 Behavior Modification		3

PSYC 667	Abnormal Psychology	3
V. Biological Bases of Behavior (Select one course)		3
PSYC 573	Behavioral Neuroscience	3
SPED 595	Medical and Physical Bases of Disabilities	3
		Minimum: 63 semester hours

PSYCHOLOGY

Course Descriptions

	Semester Hours
PSYC 503 LANGUAGE AND COMMUNICATION	3
Influence of psychology, linguistics and biology on the learning and use of language. Psycholinguistics, language and thought, language disorders, development of communication, dialect differences.	
PSYC 510 RESEARCH METHODS IN PSYCHOLOGY	3
This course provides the essentials needed to read, understand and critically evaluate research reports. Students will also learn how to carry out the entire research process, starting with identifying the research problem and ending with a thesis or research report. Factorial analysis of variance and the major multiple correlational designs are explained. <i>Prerequisite: Undergraduate laboratory course in experimental psychology.</i>	
PSYC 520 HUMAN EXPERIMENTAL PSYCHOLOGY	4
Students survey methods and topics in human experimental psychology by conducting, analyzing, and reporting on experiments on topics to be drawn from cognition, memory, language, perception, learning, sensation, and neuropsychology. <i>Prerequisite: PSYC 510.</i>	
PSYC 550 QUANTITATIVE AND STATISTICAL METHODS	3
This course presents the theory and use of simple and factorial anova, regression, and covariance to analyze representative psychological data. The use of computer packages for analysis is included. <i>Prerequisite: An undergraduate psychology statistics course or equivalent.</i>	
PSYC 551 MENTAL HEALTH ISSUES OF HISPANICS	3
This course will familiarize the student with the personal, social, cultural and institutional forces that affect the mental health of Hispanics and Hispanic Americans and how these impact on treatment issues. The course will explore the heterogeneity of the Hispanic groups in the United States and how these groups respond in unique ways to the various services offered in community mental health settings.	
PSYC 552 GENERAL SOCIAL PSYCHOLOGY	3
This course surveys and analyzes the theoretical and empirical literature of modern social psychology. Among topics dealt with are the social psychology of the psychology experiment, attitude development and change, group processes and conflict, role theory, ecological psychology, socialization, organizations and work places, and a number of other themes and issues focused on the individual's relationship to the larger social structure. <i>Prerequisite: Undergraduate work in psychology or sociology.</i>	

PSYC 554 PSYCHOLOGY OF BUSINESS AND INDUSTRY 3

This course combines applied methodologies with content areas in Industrial Organizational Psychology. Emphasis on needs assessment and program evaluation of personnel and organizational behavior functions. Sampling techniques and quasi-experimental designs are applied to training, performance appraisal, employee attitudes, and organizational research activities.

Prerequisite: PSYC 550 or a comparable graduate level course in statistics.

PSYC 558 PERSONNEL PSYCHOLOGY 3

Psychological methods and knowledge are applied to the personnel functions of industry. Provides an understanding of the importance of psychometric properties in personnel selection. Emphasis is on relevant social, economic, and legislative changes which affect employment, including the impact of civil right judicial decisions on personnel functions.

PSYC 560 ADVANCED EDUCATIONAL PSYCHOLOGY 3

A comprehensive treatment of the cognitive and affective characteristics of the learner and the processes of learning and teaching provide the framework for this course. Behavioral, cognitive and information-processing theory are presented and their applicability to instructional strategies and classroom dynamics is discussed. Other areas included are the origins of individual differences including heredity and environment, early childhood education, cultural differences, student motivation, classroom management, measurement and evaluation, exceptional children and other topics.

PSYC 561 DEVELOPMENTAL PSYCHOLOGY 3

Philosophical, conceptual, theoretical and research issues pertinent to human development from prenatal life to adulthood are presented. The core conceptual issues of development, such as the nature-nurture controversy, the continuity-discontinuity issue, and the issue of stability-instability, are discussed, and their relationships to the major theories in developmental psychology are examined.

PSYC 563 THEORIES OF LEARNING 3

The aim of this course is to provide the student with an understanding of modern learning theory, its historical context, theoretical ideas, research, and applications. To this end, the theoretical ideas of the major schools of learning - behaviorism, gestalt, cognitivism, and information-processing - are reviewed.

PSYC 564 PSYCHOLOGICAL ASPECTS OF DISABLING CONDITIONS 3

The purpose of this course is to enhance the students' understanding of the psychological, social and educational implications of disabling conditions in infancy, childhood and adolescence. Topics to be discussed include, but are not limited to, learning disabilities, developmental disabilities, pervasive developmental disorder, emotional/behavioral disorders, chronic illness and ADHD. Issues associated with classification, attitude towards special education, placement and program design and inclusion will be discussed from the psychological perspective. Students will be expected to form and articulate a conceptual framework for understanding and working with children and adolescents with disabilities. Frameworks for working with parents and families will also be included.

PSYC 565 CHILD AND ADOLESCENT PSYCHOPATHOLOGY 3

This course emphasizes the diagnosis of psychological disorders usually first evident in infancy, childhood or adolescence. Topics to be covered include but are not limited to affective disorders, anxiety disorders, conduct disorders, substance abuse, sexuality/gender identity disorders, pervasive developmental disorder and behavioral aspects of developmental disabilities. Students will be expected to understand DSM-IV categories. Each student is expected to be familiar with developmental psychology and personality development. Issues associated with evaluation, classification and diagnosis will be discussed extensively. Guidelines for appropriate interventions will be provided.

Prerequisite: Matriculation in the Child/Adolescent clinical program or permission of the department.

PSYC 568 PSYCHOLOGY OF GROUP DYNAMICS 3

This course presents theories of group dynamics and illustrative application to understand personal, marital, political, industrial and professional life. Personal participation by the student in a group interactive process is required. The course is designed especially to help group leaders understand the complex underlying dynamic forces that influence our behavior in groups.

Prerequisite: Open to all graduate Psychology majors only.

PSYC 570 THE PSYCHOLOGY OF HUMAN FACTORS 3

Psychological techniques will be applied to the problems encountered at the interface between human beings and modern technology. Topics include workplace design, computer systems, transportation systems, people in space, and control and display design.

PSYC 571 ORGANIZATIONAL PSYCHOLOGY 3

This course examines the psychological aspects of organizational behavior. Emphasis on the organization effected by individual psychological processes and behavior. Areas covered include social norms, group and team processes, leadership and power, motivation, job attitudes and satisfaction, and organizational change.

PSYC 573 BEHAVIORAL NEUROSCIENCE 3

The physiological bases of normal and abnormal behavior with emphasis on the anatomy, physiology, and pathology of the human nervous system are discussed. Starting with the nerve cell, the course progresses through the receptors, spinal cord, cortical and subcortical structures, psychosurgery, biofeedback, and other topics.

PSYC 574 INDIVIDUAL INTELLIGENCE TESTING 3

Students learn how to administer, score and interpret individual intelligence tests. Theories of intelligence and the appropriateness of the tests to specific populations are discussed. Students administer and report on the three Wechsler Intelligence Scales and the Stanford-Binet (4th Edition), Development Achievement Scales, Adaptive Behavior Scales, and other cognitive assessment techniques.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology program, the Bilingual Clinical Concentration, or Child/Adolescent Clinical program.

PSYC 575 PROJECTIVE TECHNIQUES I**3**

The basic instruments of projective testing, particularly the Bender Visual Motor Gestalt Test, DAP, HTP, TAT, TEMAS, and Sentence Completion Tests are studied. Students will also understand how cultural diversity impacts on assessment. Instruments are reviewed from the standpoints of basic research and the mechanics of administration and scoring.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology program, the Bilingual Clinical Concentration, or Child/Adolescent Clinical program.

PSYC 576 PROJECTIVE TECHNIQUES II**3**

This course involves advanced theoretical aspects and practical application of projective tests. Students are required to administer and score tests, and to analyze individual cases, including supervised cases at the University Psychoeducational Center. An introduction to report writing is provided. The major emphasis is on the Rorschach, the Thematic Apperception Test, and projective drawings. Other assessment instruments are also included.

Prerequisites: PSYC 574 and 575, and departmental approval, and approved certification candidacy in the School Psychology program, the Bilingual Clinical Concentration, or Child/Adolescent Clinical program.

PSYC 578 PSYCHOLOGICAL TESTS AND MEASUREMENTS**3**

This course surveys the theory, construction and application of psychological tests. Topics include the statistical concepts underlying measurement; reliability and validity; critical analyses of selected intelligence, ability and personality tests; evaluation and interpretation of test data in practical situations; and the role of testing in clinical, educational and remedial settings.

Prerequisites: Departmental approval, and an undergraduate psychology statistics course or equivalent.

PSYC 580 PERSONALITY**3**

The objectives of this course are to provide a comprehensive summary of several major contemporary theories of personality including psychoanalytic, humanistic, behavioristic and cognitive approaches; to present the student with a conceptual framework to compare and evaluate each theory; to investigate relevant research; and to consider practical applications of each theory.

Prerequisite: PSYC 561.

PSYC 582 BEHAVIOR MODIFICATION**3**

This course reviews applications of conditioning principles to changing human behavior in clinical, educational, occupational and community settings. Selected topics include operant and classical conditioning, social learning theory, token economies, experimental design, cognitive behavior modification, aversive control, cognitive restructuring, biofeedback, and ethical issues in behavior modification. The course is designed to enable students to construct and implement behavior modification programs.

Prerequisites: Departmental approval, and an undergraduate course in learning or the equivalent.

PSYC 593 CLINICAL INTERVIEWING 3

This course integrates the theory and practice of clinical interviewing. The goals of this course are to facilitate the development of the student's listening, diagnostic, and therapeutic interviewing skills.

Prerequisites: Departmental approval, and 12 graduate credits in psychology or related fields.

PSYC 594 THERAPEUTIC INTERVENTIONS IN THE SCHOOLS 3

This course is designed to assist students in developing skills in planning and implementing school based psychotherapeutic interventions for children, adolescents and their families. The course will present theory and techniques to intervene effectively with children, adolescents and their families in the context of the overall school and classroom settings. The course will focus on interview techniques, treatment strategies for depression, anxiety, trauma (including abuse, exposure to violence, and bereavement), and anger/aggression. Various theoretical models and their treatments strategies will be discussed, including psychodynamic, cognitive and cognitive-behavioral therapy, family systems therapy, play therapy, and interpersonal therapy. Cultural factors involved in diagnosis and treatment will be addressed throughout the semester.

Prerequisite: Departmental approval.

PSYC 600 THESIS I 4

Students attend a one-semester seminar to review the research process, develop individual research proposals under the supervision of faculty, present their proposals to the seminar, implement their proposals after approval by a faculty committee, report their research in a written M.A. thesis, and take an oral examination upon completion of the thesis. Students normally attend the seminar in a semester preceding registration for this course.

Prerequisites: Departmental approval, and permission of thesis advisor.

PSYC 601 THESIS EXTENSION 2

Prerequisites: Departmental approval, and permission of thesis advisor.

PSYC 610 DIAGNOSTIC CASE STUDIES 3

This course provides integration of assessment and diagnostic skills within the context of school psychological services. Theoretical and practical issues of differential diagnosis are reviewed in depth. Communication of findings through written reports and oral feedback to significant parties is stressed. The development of intervention plans, including the individual educational program, are reviewed. Instructional design, consultation techniques, counseling, intervention linked assessment, and functional assessment will be integrated into the course content. In addition to other assignments, students work as supervised members of child study teams at the University Psychoeducational Center.

Prerequisites: PSYC 574, and PSYC 575, and PSYC 576, and departmental approval, and approved certification candidacy in the School Psychology Program.

PSYC 611 INTERNSHIP IN APPLIED PSYCHOLOGY 4

Students attend a one-semester seminar to review the research process, develop individual project proposals for investigation of a problem in an applied setting under the supervision of faculty, present their proposals to the seminar, implement their proposals after approval by a faculty committee, report their completed work in a written report for the M.A. degree, and take an oral examination upon completion of the project. Students normally attend the seminar in a semester preceding registration for this course.

Prerequisites: Departmental approval, and permission of internship advisor.

**PSYC 658 SEMINAR IN INDUSTRIAL AND
ORGANIZATIONAL PSYCHOLOGY**

3

This course covers the most recent advances, issues and problems in Industrial and Organizational Psychology through relevant professional journals, technical literature, legislation and judicial decisions, advanced research techniques, and consulting practice in order to prepare students for continued education or applied practice of their field. Students critique professional journals and review the development of topics in their field.
Prerequisites: Departmental approval, and matriculation in the Industrial and Organizational Psychology concentration, and completion of specialization courses.

PSYC 659 SPECIAL TOPICS SEMINAR IN PSYCHOLOGY

3

This course provides an in-depth view of important theoretical and methodological issues in various areas of psychology. It is designed to permit faculty with particular interests and expertise to provide students with a comprehensive analysis of a selected contemporary issue (or issues) in psychology.

Prerequisites: Departmental approval, and completion of 15 or more credits in one's program.

**PSYC 660 CURRENT TOPICS IN
EDUCATIONAL PSYCHOLOGY**

3

Several important contemporary theoretical, applied and methodological issues in various areas of educational psychology are selected by the class for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.

Prerequisites: PSYC 510 and 561, and graduate Psychology majors only.

PSYC 661 PRACTICUM IN SCHOOL PSYCHOLOGY

3

The student receives supervised experience in assessment, counseling and consultation procedures. The course is designed to increase the student's competence in psychological skills required in school settings.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology Program, and permission of graduate advisor.

PSYC 662 SCHOOL PSYCHOLOGY EXTERNSHIP

3

Students serve as apprentice psychologists in cooperating school districts or agencies. A fully certified school psychologist, employed in the cooperating district, or an appropriate clinician and the college supervisor make periodic visits and conduct a series of seminars to be scheduled on campus.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology Program, and permission of graduate advisor.

PSYC 663 INDEPENDENT STUDY

1 - 3

The student conducts an individual project under the supervision of a professor in the department.

Prerequisite: Departmental approval.

PSYC 667 ABNORMAL PSYCHOLOGY

3

This course focuses on theoretical models and selected research in psychopathology. Topics include contemporary nosology, diagnostic problems, schizophrenia, anxiety and affective disorders, social deviance, somatoform and psychophysiological syndromes, and therapeutic intervention.

Prerequisite: PSYC 561.

PSYC 668 CONSULTATION METHODS IN PSYCHOEDUCATIONAL SETTINGS 3

This course is designed to provide students with theory and practice about the consultation process. The course will identify a collaborative, problem-solving model of consultation in psychoeducational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students will locate consultation cases and function under direct supervision and monitoring. Cross listed with Communications Sciences and Disorders, CS&D 668.

Prerequisite: Departmental approval.

PSYC 670 INTRODUCTION TO PSYCHOTHERAPY 3

This course surveys theories, research and practices in individual and group psychotherapy, and introduces the student to various treatments for emotional maladjustment and behavioral pathology.

Prerequisite: Departmental approval.

PSYC 680 EXTERNSHIP IN CLINICAL PSYCHOLOGY 3

This course is a supervised, two semester, clinical experience designed to provide the skills necessary for professional practice in Mental Health Clinics or other settings where there is a significant Hispanic clientele. On-site supervision will take place under the direction of a fully licensed clinical psychologist (the field-based supervisor) in close cooperation with the Bilingual Clinical Program Director at Montclair State. The student will also meet with a Montclair State faculty supervisor on a weekly basis. At least one of the supervisors will be a bilingual/bicultural individual. A contract will be signed between the student intern, field-based supervisor and the Montclair faculty supervisor before the start of the internship.

Prerequisites: Departmental approval, and matriculated status in the Clinical Psychology for Spanish/English Bilinguals Concentration and permission of the program director.

READING AND EDUCATIONAL MEDIA

Chairperson: Dr. Dierdre Glenn Paul

Graduate Advisors:

Reading: Dr. Maria Schantz

Dr. Joy Stone

Educational Media: Dr. Dierdre Glenn Paul

The Department of Reading and Educational Media prepares literacy educators to meet present and future literacy demands in a democracy. We realize that the diverse backgrounds of the individuals in public schools today require educators who understand the impact of multicultural backgrounds upon student learning. The department therefore attempts to provide students with experiences which help them to understand the moral and ethical dimensions of teaching and to recognize and respect the perceptions and views of the individual learner.

The advanced programs of study in Educational Media and in Reading, designed to meet state and national professional standards, include research, theory, and best practice. The department offers a master's degree in Reading, as well as advanced certification programs for Reading Specialists, Associate Educational Media Specialists, and Educational Media Specialists.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN READING

ADMISSION REQUIREMENTS

The Master of Arts in Reading, and the Reading Specialist program, is designed to provide literacy educators with experiences and background which will prepare them for educational roles in a variety of institutional and multicultural contexts. The curriculum places emphasis upon reflection and critical thinking about professional practice and the moral and ethical responsibility of literacy educators.

In order to matriculate in this program students must be able to demonstrate appropriate interest and ability in the field of literacy education. Letters of recommendation to support their applications are required, and may be obtained from the school system superintendent, the building principal, or other appropriate individuals. This program provides preparation for careers as:

- Reading specialists and teachers in schools and recreational centers
- Reading diagnosticians and instructors in hospitals and clinics
- Reading consultants in business and industry
- Reading research/development specialists in government agencies
- Workshop leaders for publishing houses.

The program also provides certification for the positions of:

- New Jersey Reading Teacher
- New Jersey Reading Specialist

PROGRAM REQUIREMENTS

I.	Basic Professional Education	6
	ELRS 503 Methods of Research (required)	3
	An elective (with department approval)	3
II.	Required Courses in Reading	18
	READ 500 The Nature of Reading	3
	READ 502 Administration and Supervision of Reading Programs	3
	READ 511 Case Studies of Reading Difficulties	3
	READ 513 Supervised Clinical Practicum, Part I	3
	READ 514 Supervised Clinical Practicum, Part II	3
	READ 505 Research Seminar in Reading	3
	(permission required)	
III.	Elective Course in Reading	3
	Students must take additional reading electives in order to meet specialization requirements.	
	READ 501 Techniques of Reading Improvement in Secondary Schools	3
	READ 503 Literature for Adolescents	3
	READ 504 Literacy Needs of Adult Learners	3
	READ 506 Reading Resources	3
	READ 507 Understanding Reading Comprehension	3
	READ 508 Critical Thinking and Literacy	3
	READ 510 Field Experience in Reading	3
	READ 512 Seminar in Reading Difficulties	3
	READ 600 Workshop in Contemporary Issues in Reading	1-3
IV.	Free Electives	6
	Any graduate courses offered by the University.	
V.	Additional Department Requirements:	
	A. Supervised clinical experience within the framework of required courses and/or in addition to course work. Arrangements will be made to provide this experience in the Montclair State University Reading Center.	
	B. A written comprehensive examination, supplemented if necessary by an oral examination, or an equivalent comprehensive experience determined by the department.	
	C. A reading portfolio containing representative work and personal contributions in reading will be compiled by the student. This portfolio will be used to assess students' development as they progress through the program.	

Minimum: 33 semester hours

PROGRAM LEADING TO THE READING SPECIALIST CERTIFICATE

Minimum Requirements: Initial teaching certificate, two years of teaching experience and a program of 30 hours of study. See advisor for further information.

REQUIREMENTS FOR EDUCATIONAL MEDIA PROGRAM

The Educational Media program provides instruction for persons preparing to function as directors of school media centers and programs at three levels: district, secondary and elementary. While their role is primarily administrative, there are many occasions when Media Specialists in New Jersey function as teachers of library and research skills. In addition, Media Specialists consult with teachers regarding instructional techniques that utilize media and technology. The curriculum therefore focuses on the role of instructional context and the necessity to recognize and respect the perceptions and views of the individual learner. Theory and practice are combined in the curriculum to afford students opportunities for productive roles in various educational and multicultural contexts.

The advanced program provides certification (endorsement) as a Media Specialist for certified teachers who possess a master's degree in a related educational field. The Associate Educational Media Specialists certificate requires a bachelor's degree and a standard New Jersey teaching certificate.

Potential candidates submit applications to the Graduate School office for review and evaluation. Approved applications will be forwarded to the Department of Reading and Educational Media for review and the scheduling of interviews.

The educational media courses offered below are available as a sequence of study to meet the certification requirements. Students wishing to prepare for one of the two certificates should arrange for a conference with the program advisor.

REQUIREMENTS FOR ASSOCIATE EDUCATIONAL MEDIA SPECIALIST CERTIFICATE

I.	Required Courses	15
	MEDI 401 Fundamentals of Cataloging and Classifying Educational Resources	3
	MEDI 402 Reference and Bibliography for School Resource Centers	3
	MEDI 403 Reading Materials for Children and Youth: Selection and Evaluation	3
	MEDI 500 Media, Technology, and Learning in the Curriculum	3
	MEDI 615 Supervised Field Experience for Educational Media Certification (may be waived)	3
II.	Elective Courses	6
	MEDI 520 Production of Materials for Media Technology	3
	MEDI 540 Television Production in Education	3
	MEDI 570 Developing Materials for Computer Technology in Training and Education	3

REQUIREMENTS FOR EDUCATIONAL MEDIA
 SPECIALIST CERTIFICATE

I.	Required Courses	30
	COUN 559 Dynamics of Group Process	3
	MEDI 401 Fundamentals of Cataloging and Classifying Educational Resources	3
	MEDI 402 Reference and Bibliography for School Resource Centers	3
	MEDI 403 Reading Materials for Children and Youth: Selection and Evaluation	3
	MEDI 500 Media, Technology, and Learning in the Curriculum	3
	MEDI 520 Production of Materials for Media Technology	3
	MEDI 540 Television Production in Education	3
	MEDI 550 Administration and Supervision of Media in Education	3
	MEDI 570 Developing Materials for Computer Technology in Training and Education	3
	MEDI 615 Supervised Field Experience for Educational Media Certification (may be waived)	3
II.	Elective Course	3
	MEDI 521 Design of Innovative Curriculum Resources	3
	MEDI 541 Television Programming in Education: Independent Study	3
	MEDI 610 Research and Development Seminar in Instructional Technology and Resources	3

READING
 Course Descriptions

	Semester Hours
READ 500 THE NATURE OF READING	3
The foundations of reading; the nature of the reading process, readiness, beginning instruction, current practices in the teaching of reading in early childhood and elementary education, a reappraisal of the role of reading in a technological society.	
READ 501 TECHNIQUES OF READING IMPROVEMENT IN THE SECONDARY SCHOOL	3
The improvement of nonclinical reading difficulties in the content subjects. For the subject area teacher and the beginning reading specialist. Secondary school reading needs and specific suggestions for guiding the slow, average, and gifted student in a classroom situation.	
READ 502 ADMINISTRATION AND SUPERVISION OF READING PROGRAMS	3
The more complex aspects of organizing and administering reading programs: theory and techniques of leadership, program development, organization of in-service programs, developing a budget, methods of evaluation, etc. Essential background for reading specialists in order to establish or administer a functional school reading program.	

READ 503 LITERATURE FOR ADOLESCENTS 3

Background for the development of recreational reading programs in middle schools and high schools. Literature written for students, as well as literature intended to be read widely by adolescents, criteria for book selection, censorship, role of mass media, minority group identification through books, bibliotherapy, bibliographic tools, and the importance of the librarian.

READ 504 LITERACY NEEDS OF ADULT LEARNERS 3

For instructors of out-of-school youth and adults. Language learning and related psychological factors; methodology and reading instruction; literature and the reading program and innovations in reading instruction.

READ 505 RESEARCH SEMINAR IN READING 3

Problems in the field of reading suggested by the educational events and trends, the members of the class, and the educational movements in New Jersey, the country, and the world. Each student will execute an individual research effort.

Prerequisite: Departmental approval.

READ 506 READING RESOURCES 3

Software, hardware, multi-media and multi-sensory materials available in schools and in adjunct facilities; philosophic, psychological and academic considerations of reading resources. Use and demonstrations of materials.

READ 507 UNDERSTANDING READING COMPREHENSION 3

This course provides an understanding of the processing of visible language, particularly the types found in written texts used in educational settings. The instructor will explore with the participants the affective, cognitive, linguistic, pragmatic, and textual variables pertaining to the formulation of meaning in reading. Student's will create a conceptual framework for the comprehensibility of written materials in terms of the interaction among the reader, the text, and other pragmatic variables.

READ 508 CRITICAL THINKING AND LITERACY 3

This course offers a critical thinking framework for the communication arts with an emphasis on reading comprehension, writing, and discussion. Relevant psychological sociological and philosophical theories will be studied and applied to texts that are representative of diverse genres and cultures and that challenge conventional beliefs.

READ 510 FIELD EXPERIENCE IN READING 3

Agencies and programs dealing with reading. Students observe, participate and report activities of the agencies. For students in long-range research, students with limited teaching experience, and students who need additional field and clinical experience. Independent study.

Prerequisite: Departmental approval.

READ 511 CASE STUDIES OF READING DIFFICULTIES 3

This is a basic course in learning the techniques for diagnosing reading difficulties; for evaluating the most frequently used tests and inventories; the actual testing of a child with reading problems. Group and individual tests, survey and diagnostic tests, and standardized and informal tests; reporting to parents, schools and agencies. The course develops skills in diagnosing reading problems for individuals which will be used by the clinician for treating remedial and corrective students. Additional diagnostic hours arranged.

Prerequisite: READ 500.

READ 513 SUPERVISED CLINICAL PRACTICUM, PART I 3

For advanced students and specialists involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from children in surrounding communities. Additional tutoring hours will be arranged.

Prerequisites: Minimum of 9 semester hours of approved graduate reading courses.

READ 514 SUPERVISED CLINICAL PRACTICUM, PART II 3

For advanced students and specialist involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from children in surrounding communities. Additional tutoring hours will be arranged.

Prerequisite: READ 513.

READ 600 WORKSHOP IN CONTEMPORARY ISSUES 1 - 3
IN READING

This workshop course will deal with contemporary issues in reading instruction, basic skills, literature, cultural literacy and critical thinking. Each workshop will be topic-specific. Faculty determine topic selection according to timely public policy issues and philosophical concerns. Collaborative research between workshop faculty and participants will be emphasized. Students may register for no more than six credits.

EDUCATIONAL MEDIA

Course Descriptions

	Semester Hours
MEDI 401 FUNDAMENTALS OF CATALOGING AND CLASSIFYING EDUCATIONAL RESOURCES	3

Covers principles involved in cataloging and classification of print and non-print materials according to established classification schemes. Extensive practice through laboratory experience provided.

MEDI 402 REFERENCE AND BIBLIOGRAPHY FOR SCHOOL RESOURCE CENTERS	3
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An examination and analysis of basic reference materials with emphasis on those most useful in library resource centers. Encyclopedia, dictionaries, geographical and statistical sources as well as bibliographies are included.

MEDI 403 READING MATERIALS FOR CHILDREN AND YOUTH: SELECTION AND EVALUATION	3
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A study and evaluation of library materials provided by the modern school media center to meet the needs of youth. Extensive critical reading of books for children and young adults is required. Principles of book selection are emphasized and experience in the use of selection tools is provided. The point of view relates the library collection to the total school program.

MEDI 500 MEDIA, TECHNOLOGY, AND LEARNING 3
IN THE CURRICULUM

The organizing and integrating of media in school curricula and other educational programs. Identifying instructional purposes and defining roles for technology and media in learning and teaching. Examining and comparing curriculum designs for their concordance with the procedures of technology in education. Selection and evaluation of materials.

MEDI 520 PRODUCTION OF MATERIALS FOR 3
MEDIA TECHNOLOGY

For developing advanced proficiency in preparing audio, photographic, and graphic materials. Especially for persons charged with materials preparation in media centers. Laboratory instruction.

MEDI 521 DESIGN OF INNOVATIVE 3
CURRICULUM RESOURCES

Emphasis on systems design, software, program development, creative development of media for special learning situations, basic design of programmed instruction and multimedia techniques.

Prerequisite: MEDI 520.

MEDI 540 TELEVISION PRODUCTION IN EDUCATION 3

Combination lecture, laboratory and seminar experiences in television, elements of television set design, functions of floor director, control room operations and basic television directing.

MEDI 541 TELEVISION PROGRAMMING IN EDUCATION: 3
INDEPENDENT STUDY

Combination lecture, laboratory and seminar in programming, conceptual creativity, pre-planning, execution of ideas and evaluation of presentations. Selection and design of hardware.

Prerequisite: Departmental approval.

MEDI 550 ADMINISTRATION AND SUPERVISION OF 3
MEDIA IN EDUCATION

Provides training for management of integrated instructional resources programs. Emphasis is on the practical day-to-day problems of control, production, acquisition, utilization, finance, staffing, organization and evaluation for the provision of media and technology in educational enterprises. Additional attention is given to community relationships and special services.

MEDI 570 DEVELOPING MATERIALS FOR COMPUTER 3
TECHNOLOGY IN TRAINING AND EDUCATION

Design, organization and presentation of subject matter in computer based instruction. Emphasizes user-friendly modes. Includes media insertion, storyboarding, flow design, pseudocoding, and pedagogical control. Investigates authoring systems and languages. Does not include programming training.

Students are assigned work within an educational media center, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the university supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the media specialist. A written report on the activity will be approved by the administrator and presented to the university supervisor, who will evaluate the total experience.

SOCIAL SCIENCES

MASTER OF ARTS DEGREE REQUIREMENTS

The Master of Arts program in Social Sciences is designed to accomplish four main objectives:

1. To provide the opportunity for students to acquire advanced knowledge in one of the major areas of the social sciences and history.
2. To acquaint the student with the interrelatedness of these various fields as well as their relationship to other disciplines.
3. To familiarize students with the particular methodologies and specialized problems of his or her field.
4. To provide students with the background to do creative and independent work both during and after their graduate careers.

Specifically, the program offers advanced study in anthropology, economics, and history. Degree candidates do a major portion of their work and prepare for a final comprehensive examination in one of these concentrations. The program also provides flexibility for interdisciplinary study in certain areas and is designed mainly for students who wish to work toward the degree on a part-time basis.

While teachers seeking to keep up-to-date in their fields or preparing for specialized secondary school subjects will constitute an important segment of the graduate student body, degrees in the social sciences and history are increasingly being pursued by (a) individuals seeking to change fields or professions, (b) individuals planning career advancement, and (c) individuals returning to the academic world after a hiatus of some time. A significant number of graduates of the program have pursued doctoral work successfully at major universities. The program's flexibility has also been utilized to enhance careers in business, government, politics, community service agencies, museum work, urban planning, etc. Student constituencies are able to achieve their respective purposes by following one of the tracks or specializations within the program.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. For candidates with weak undergraduate preparation in the field of concentration, prerequisite courses, not for graduate credit, may be required.

ANTHROPOLOGY CONCENTRATION

Graduate Advisor: Dr. Richard Franke

	Semester Hours
I. Anthropology Electives	15
ANTH 510 Ethnology	3
ANTH 530 Development Anthropology	3
ANTH 538 Ethnopsychology	3
ANTH 540 Anthropology of Cities	3
ANTH 547 Woman: A Cross-Cultural Perspective	3
ANTH 550 Culture Change	3
ANTH 555 Anthropology of Institutional Life	3
ANTH 560 Applied Medical Anthropology	3
ANTH 570 Prehistoric North America	3
ANTH 601 Independent Anthropological Research	3
II. Related Social/Behavioral Science and/or History Electives	9
(Outside concentration area)	
III. Free Electives	6
IV. Reading Seminar and Comprehensive Examination	2
ANTH 603 Reading Seminar in Anthropology	
Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600, Thesis (4 semester hours) in lieu of the comprehensive examination.	

Minimum: 32 semester hours

400 Level Undergraduate Courses

A maximum of 9 semester hours of 400 level undergraduate courses may be elected with permission of the graduate advisor. Course descriptions may be found in the current undergraduate catalog: e.g.,

ANTH	401	Seminar in Anthropological Theory
ANTH	405	Psychological Anthropology
ANTH	425	Anthropology of Religion
ANTH	440	Medical Anthropology
ANTH	460	Field Methods: Visual Anthropology
ANTH	470	Archaeological Field Methods
ANTH	490	Internship in Anthropology

Note: For information on the Combined Bachelor and Master of Arts in Practical Anthropology, please refer to Practical Anthropology in the catalog index.

ECONOMICS CONCENTRATION

Graduate Advisor: Dr. Harold D. Flint

The Master of Arts in Social Science: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit. Candidates interested in Economics as an area of concentration should contact the graduate advisor or the chairperson of the department for information.

	Semester Hours
I. Required for all but undergraduate Economics majors:	
ECON 501 Economic Analysis	3
II. Economics Electives	12 - 15
ECON 502 Financial Institutions and Monetary Policy	3
ECON 503 Economic Problems of the Third World	3
ECON 505 Aggregate Economics	3
ECON 508 Economics of Public Management	3
ECON 510 Urban Economics: Problems and Policies	3
ECON 533 Corporations and International Financial Markets	3
ECON 541 Foundations of Contemporary Economic Thought	3
ECON 542 Economic Fluctuations and Forecasting	3
ECON 543 United States and the International Economy	3
ECON 544 Government and Business	3
ECON 545 Economics of Labor	3
ECON 550 Technical Change and International Competition	3
ECON 575 Independent Study in Economics	1 - 3
ECON 577 Selected Topics in Economics	3
III. Related Social/Behavioral Science and/or History	6 - 9
IV. Electives (subject to approval of Graduate Advisor)	6
V. Reading Seminar and Comprehensive Examinations	2
ECON 603 Reading Seminar in Economics	
Independent study in preparation for written comprehensive.	

Minimum: 32 semester hours

HISTORY CONCENTRATION

Graduate Advisor: Dr. Robert E. Cray

		Semester Hours
I.	Required Courses	3
	HIST 501 New Interpretations in History	3
	or	
	HIST 502 History and the New Social Studies	3
II.	History Electives	12 - 15
	HIST 501 New Interpretations in History	3
	HIST 511 Seminar in American Colonial History	3
	HIST 512 The American Revolution, 1763-1787	3
	HIST 513 Problems of the New Nation, 1789-1828	3
	HIST 514 The Crisis of American Nationalism, 1828-1876	3
	HIST 515 Culture and Consciousness: Women in Nineteenth Century America	3
	HIST 517 Age of Franklin D. Roosevelt	3
	HIST 518 Urban History: National Trends in N.J. Cities	3
	HIST 519 America Since 1945	3
	HIST 520 United States Far Eastern Relations	3
	HIST 521 Civil War and Revolution in Chinese History	3
	HIST 522 Revolutionary Russia, 1905-1921	3
	HIST 523 History of Soviet Diplomacy	3
	HIST 525 History of American Labor, 1870-1970	3
	HIST 526 The Industrialization of America, 1865-1900	3
	HIST 527 Industrialization of Europe	3
	HIST 529 Europe of the Dictators, 1919-1939	3
	HIST 532 Modernization in Japanese Cultural History	3
	HIST 533 French Revolution and Napoleon	3
	HIST 534 France of the Republics	3
	HIST 537 Nineteenth Century European Intellectual History	3
	HIST 540 Europe as a World Civilization	3
	HIST 541 Asian Civilization-Comparative Cultural History	3
	HIST 570 Seminar in Non-Western History	3
III.	Related Social/Behavioral Science Electives	6 - 9
IV.	Free Electives	6
V.	Reading Seminar and Comprehensive Examination	2
	HIST 603 Reading Seminar in History	
	Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600 Thesis (4 semester hours) in lieu of the comprehensive examination.	

Minimum: 32 semester hours

SOCIAL SCIENCES

Anthropology Course Descriptions

Semester Hours

- ANTH 510 ETHNOLOGY 3**
A graduate introduction to anthropological field research, human evolution, cultural variation, and anthropological approaches to modern world problems.
- ANTH 530 DEVELOPMENT ANTHROPOLOGY 3**
A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.
- ANTH 540 ANTHROPOLOGY OF CITIES 3**
This course constitutes an examination of urbanism and the process of urbanization from a cross-cultural, comparative perspective. The course is designed to expose the student to the major conceptual models of urban communities, cities, nation states and the world system. We will study the works of scholars who have engaged in debates about these complex sociocultural formations.
- ANTH 550 CULTURE CHANGE 3**
Emphasis on the dynamics of cultural change and continuity. Factors and conditions which stimulate and retard culture change are reviewed. Particular attention is given to how the cultural, economic, political, and social interests of major international powers produce change and conflict throughout the developing world.
- ANTH 560 APPLIED MEDICAL ANTHROPOLOGY 3**
This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.
- ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH 3**
Directed research towards the preparation of a written paper on a topic of theoretical importance in anthropology. A tutorial without formal class meetings.
Prerequisite: Departmental approval.
- ANTH 603 READING SEMINAR IN ANTHROPOLOGY 2**
Required of all M.A. candidates concentrating in anthropology. Directed independent study in preparation for 3 hour comprehensive examination.
Prerequisites: 6 hours in anthropology and departmental approval.

ECON 501 ECONOMIC ANALYSIS 3

The resource allocation and distribution of income implications of a market-oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand and the theoretical cost structure of firms.

ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3

This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy. Cross listed with Economics and Finance, FINC 502.

Prerequisites: ECON 501 and 505.

ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3

A survey of major economic problems of the Third World, examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between First and Second Worlds with the Third World.

Prerequisite: ECON 501.

ECON 505 AGGREGATE ECONOMICS 3

This course develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models, the course examines current research and reviews the economy's recent macroeconomic performance.

ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3

Computer-based applications of capital theory in the decision making process of government. Analysis of alternative approaches to public sector project evaluation. Spreadsheet applications of project analysis in physical and human resource management areas covering water resources, public health, and education.

Prerequisite: ECON 501.

ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3

This course studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and non-market phenomena.

Prerequisite: ECON 501.

**ECON 533 CORPORATIONS AND INTERNATIONAL
FINANCIAL MARKETS 3**

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Marketing, INBS 533.

Prerequisite: ECON 501.

ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; and the uses and limitations of economic theory.

Prerequisite: ECON 501.

ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod-Domar model and other modern theories of growth.

Prerequisites: ECON 501 and 505.

ECON 543 UNITED STATES AND THE INTERNATIONAL ECONOMY 3

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

Prerequisites: ECON 501 and 505.

ECON 544 GOVERNMENT AND BUSINESS 3

The evolution of government influences on the functioning of the American economy; the causes and consequences of government regulation and control; the importance of economic analysis in the foundation of public policies.

Prerequisite: ECON 501.

ECON 545 ECONOMICS OF LABOR 3

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits, and industrial peace.

Prerequisite: ECON 501.

ECON 550 TECHNICAL CHANGE AND INTERNATIONAL COMPETITION 3

This course will discuss the theory of productivity and technical change in the context of the declining performance of U.S. manufacturing. It will focus attention on the nature of international competition and its effects on manufacturing productivity growth in the U.S. Based on the analysis, a tentative set of policy suggestions will be offered for restructuring the U.S. manufacturing sector and strengthening its competitive base.

Prerequisites: ECON 501.

ECON 575 INDEPENDENT STUDY IN ECONOMICS 1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

ECON 577 SELECTED TOPICS IN ECONOMICS 3

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: ECON 501 and 505.

ECON 603 READING SEMINAR IN ECONOMICS 2

Required of all Master of Arts degree in Social Science candidates concentrating in Economics, this seminar entails directed independent study in preparation for a 3-hour written comprehensive examination.

History Course Descriptions

HIST 501 NEW INTERPRETATIONS IN HISTORY 3

Designed to help students keep up to date in the fields of American, European and Non-Western history. Major trends and developments in the study of history in the light of recent representative examples of historical research and interpretation.

HIST 511 SEMINAR IN AMERICAN COLONIAL HISTORY 3

This course will examine the forces and conditions of the colonial period which contributed to the shaping of the characteristics of American political and economic institutions, social practices and ideas, intellectual outlooks, and attitudes.

HIST 512 AMERICAN REVOLUTION, 1763-1787 3

The causes and course of the American revolution from both British and American viewpoints, including analysis of economic, political, social and intellectual factors.

HIST 513 PROBLEMS-NEW NATION, 1789-1828 3

The growth of political institutions under the Constitution, the gaining of respect as a new country in the family of nations, the establishment of economic credit, and the rise of American nationalism.

HIST 514 THE CRISIS OF AMERICAN NATIONALISM, 1838-1876 3

The crisis in American nationalism from Jackson through Reconstruction as the country's constitution, party system, and social structure contended with the disruptive effects of territorial expansion, the factory system, slavery and the new immigration.

**HIST 515 CULTURE AND CONSCIOUSNESS:
WOMEN IN NINETEENTH CENTURY AMERICA 3**

This course in the history of American women will focus on major themes in nineteenth century women's culture. It will explore the implications of industrialization and modernization for women, the construction of domestic ideology, the development of feminism, and the centrality of gender in nineteenth century life and culture. The emphasis of the course is antebellum, but will consider the implications of this legacy for post Civil War history. Readings will include contemporary scholarship as well as a selection of representative primary texts by and about nineteenth century American women.

HIST 517 AGE OF FRANKLIN D. ROOSEVELT 3

An opportunity to study that part of recent American history centering about Franklin Delano Roosevelt. While concentrating on domestic aspects of American life, attention is given also to foreign affairs and their impact on the daily lives of Americans.

**HIST 518 URBAN HISTORY: NATIONAL TRENDS IN
NEW JERSEY CITIES 3**

An advanced survey of the urban dimension in American history and of urban history as a discipline. Late 19th and 20th century national trends are pinpointed within the development of Paterson, Passaic, Jersey City, Newark and their suburbs.

HIST 519 AMERICA SINCE 1945 3

This course studies the transformation of the Roosevelt coalition and its liberal policies since 1945 as they faced the challenge of the cold war abroad, and growing class and racial upheaval at home.

HIST 521 CIVIL WAR AND REVOLUTION IN CHINESE HISTORY, 1911-1949 3

The transformation of China from empire to Peoples Republic. Chinese concepts of revolution and the intellectual, political and social changes which preceded the formation of the Peoples Republic in 1949.

HIST 522 REVOLUTIONARY RUSSIA, 1905-1921 3

The historical forces of the 19th and 20th century Russia which led to the Bolshevik revolution of November, 1917 and to the consolidation of Soviet power by 1921.

HIST 523 HISTORY OF SOVIET DIPLOMACY 3

Changes in the ideological determinants of Soviet diplomacy contrasted with fluctuations in internal and external political and economic policies. Contributions of leading Soviet statesmen to diplomatic history.

HIST 525 HISTORY OF AMERICAN LABOR, 1870-1970 3

Study of the American worker from the period after the Civil War to the present, with concentration on social, political and economic behavior as well as the union movement.

HIST 526 THE INDUSTRIALIZATION OF AMERICA, 1865-1900 3

The causes and nature of the industrialization of the American economy after the Civil War; factors responsible for rapid economic growth; the impact of changing productive techniques on American institutions and human welfare.

HIST 527 INDUSTRIALIZATION OF EUROPE 3

European economic development with major attention to the period since about 1750. Comparing economic growth during the 19th and 20th centuries in Britain, France, Germany, Italy and Russia.

HIST 529 EUROPE OF THE DICTATORS, 1919-1939 3

The political, social, economic and intellectual developments in the major states of Western Europe during the interwar period, with emphasis on varieties of Fascism.

HIST 532 MODERNIZATION IN JAPANESE CULTURAL HISTORY 3

Modernization in East Asia with focus on Japan. Japanese experience in adjusting new world forces of the 19th and 20th centuries considered against the background of her traditional values and institutions. Comparisons with China and Korea.

HIST 533 FRENCH REVOLUTION AND NAPOLEON 3

The background of the French Revolution, its changing course and cast of characters during 1789-99, and the advent to power and imperial regime of Napoleon, 1799-1814.

HIST 537 NINETEENTH CENTURY EUROPEAN INTELLECTUAL HISTORY 3

Romantic, utilitarian, conservative, liberal and early existential streams of thought in 19th century Europe. The impact of these intellectual movements on European society.

HIST 541 ASIAN CIVILIZATION - 3
COMPARATIVE CULTURAL HISTORY

Course compares and contrasts central value systems, kinship institutions, social stratification and the exercise of political power in traditional India, China and Japan. These topics are related to differing patterns of nationalism in the 19th and 20th centuries.

HIST 570 SEMINAR IN NON-WESTERN HISTORY 3

Graduate level study in a period problem or theme in non-Western history. Individual seminars will be offered in African history, South Asian history, Latin American history, etc. May be repeated for a total of nine credits as long as the specific topic is different each time. Please see course schedule for specific offering each semester.

HIST 603 READING SEMINAR IN HISTORY 2

Required for all master's degree candidates concentrating in History, this seminar entails directed independent study in preparation for a three-hour written comprehensive examination. Candidates should register to take the seminar in the semester preceding the examination date. Take the seminar in the fall if the examination is the following March; take the seminar in the spring if the examination is the following October.

SOCIOLOGY

Chairperson: Dr. Jay Livingston

Graduate Advisor: Dr. Janet Ruane

MASTER OF ARTS DEGREE IN APPLIED SOCIOLOGY

The Master of Arts in Applied Sociology is designed to prepare masters candidates for nonacademic careers in the areas of policy development and analysis as well as program research and assessment. Graduates may work in the public or private sectors in such fields as family planning, community outreach, education, medical sociology, program evaluation, and the like. The program will also prepare students for doctoral training in Applied Sociology or related fields such as public health, criminal justice, gerontology, and demography.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. Because the required course in Computer Applications in Applied Sociology carries a prerequisite of at least one undergraduate course in statistics, students without this background may be required to complete a statistics course, not for graduate credit. For candidates with weak undergraduate preparation in the field of concentration, other prerequisite courses, not for graduate credit, may be required.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED SOCIOLOGY

			Semester Hours
I.	Required Courses		21
	SOCI 500	Introduction to Applied Sociology	3
	SOCI 556	Computer Applications in Sociology	3
	SOCI 560	Sociological Theory	3
	SOCI 564	Social Planning and Social Policy	3
	SOCI 568	Social Research Methods I	3
	SOCI 595-598	An Internship in Applied Sociology	3
	SOCI 571	Seminar in Applied Sociological Inquiry	3
II.	Sociology Electives		9-12
	SOCI 559	Sociology of Deviance	3
	SOCI 562	Social Change	3
	SOCI 563	Self and Society	3
	SOCI 565	Sociology of Youth	3
	SOCI 566	The Metropolitan Community	3
	SOCI 567	Power and Social Stratification	3

SOCI 569	Social Research Methods II	3
SOCI 570	Independent Projects	3
SOCI 572	Selected Problems in Sociology	3
SOCI 574	Sociology of Ethnic Relations	3
SOCI 576	The Family as an Institution	3
SOCI 577	Sociology of Poverty in the U.S.	3
SOCI 578	Community Resources and Aging	3
SOCI 579	Community Resources and Youth	3
SOCI 581	Sociological Perspectives on Health and Medicine	3
SOCI 582	The Sociology of Health Care Systems	3
SOCI 584	The Sociology of the Criminal Justice System	3
SOCI 585	The Sociology of Police	3
SOCI 587	The Sociology of Juvenile Delinquency	3
SOCI 588	Aging Individual in an Aging Society	3
SOCI 589	Social Epidemiology	3
SOCI 590	Sociology of the Life Course	3
SOCI 591	The Sociology of Unequal Development	3

III.	Related Electives (outside Sociology)	3-6
	(Selected with approval of graduate advisor)	

Minimum: 36 semester hours

Comprehensive Project

A Master's Project, centered on an internship placement, is also required. Each student will choose a field placement in which to work as an applied-sociologist-in-training. During the internship, the student will begin the required Master's Project, an analysis of some aspect or aspects of the field setting. Students will continue work on their Master's Projects in the Seminar in Applied Sociology, where they will receive input and advice from other students and from faculty members.

SOCIOLOGY

Course Descriptions

	Semester Hours
SOCI 500 INTRODUCTION TO APPLIED SOCIOLOGY	3
This course will examine the ways in which sociology is applied in various non-academic settings. Special attention will be given to the impact of sociology upon the policy-making process. The political, ethical and moral dilemmas which confront the applied sociologist will also be explored.	
SOCI 556 COMPUTER APPLICATIONS IN SOCIOLOGY	3
One of the primary uses of computers in sociology is to summarize, describe, and analyze data sets using statistical packages. This course provides hands-on experience in computer data analysis of a variety of sociological data sets. Major techniques to be illustrated include cleaning data, constructing scales, and conducting univariate and multivariate analyses.	

Prerequisite: An undergraduate course in statistics.

SOCI 559 SOCIOLOGY OF DEVIANCE 3

The course will address the practical and political issues of defining, measuring, and responding to social deviance (e.g., mental illness, drug use, etc.). The course will concentrate on the role of formal agencies and institutions that deal with deviance and will examine problems in assessing various policy alternatives (e.g., decriminalization, deinstitutionalization, treatment, etc.).

SOCI 560 SOCIOLOGICAL THEORY 3

The practical and philosophical methods of the major sociological theorists are investigated and evaluated.

SOCI 563 SELF AND SOCIETY 3

The relationships between the human individual and his/her social environment; the formation, maintenance and transformation of self or identity; the structure and processes of small groups; symbolic communication; role theory, cognitive dissonance and inter-group conflict.

SOCI 564 SOCIAL PLANNING AND SOCIAL POLICY 3

The many elements and considerations in planning for a community, a state or a nation. The social context of planning; projective techniques; budgets, master plans, development programs, and area proposals. The human, the economic, the ecological. Students will be expected to undertake a social planning project. A basic knowledge of statistics and the use of statistical data is desirable.

SOCI 566 THE METROPOLITAN COMMUNITY 3

The many dimensions of the metropolitan community: human factors, problems an area faces, political difficulties, interaction between the center city and the other parts of the community. Emphasis on New York-New Jersey.

SOCI 567 POWER AND SOCIAL STRATIFICATION 3

This course will analyze the role of class, status, and power in industrial society, and consider the relationship between issues of social stratification and social environment.

SOCI 568 SOCIAL RESEARCH METHODS I 3

This course will engage students in the research process from conceptualization to study design, data collection, and analysis. Specific methods covered are surveys, observation, focus groups, and secondary data analysis. Program evaluation and policy relevance will be stressed.

SOCI 569 SOCIAL RESEARCH METHODS II 3

Continuation of Social Research Methods I. The elements of method included are coding techniques, analysis and scientific report writing.

SOCI 570 INDEPENDENT PROJECTS 3

Student investigates a topic of sociological relevance under the guidance of a faculty member.

Prerequisite: Departmental approval.

SOCI 571	SEMINAR IN APPLIED SOCIOLOGICAL INQUIRY	3
Further develops competencies for the critical assessment of sociological literature, as it pertains to the formulation of research strategies for policy analysis and evaluation. Intensive study of a number of readings on applied areas of sociological concern. The Comprehensive Project based on the Internship experience is written up during this course.		
SOCI 572	SELECTED PROBLEMS IN SOCIOLOGY	3
The intensive exploration of a general problem in sociology. Participants contribute research into an aspect of the problem, formed at the initiative of a department member or in response to student's interest with consent of the instructor.		
SOCI 574	SOCIOLOGY OF ETHNIC RELATIONSHIPS	3
This course will analyze relationships among ethnic groups and evaluate the causes, consequences, and resolution of ethnic conflict. It will also consider the various policy implications of discrimination in institutional contexts.		
SOCI 576	THE FAMILY AS AN INSTITUTION	3
This course will examine the family system in the West from both historical and contemporary perspectives. It will consider the implications of recent research on changing role structure and cultural values regarding marriage, and problems of adaptation in current family systems (e.g., dual-earner marriages, single-parent families, adolescent sexuality, family abuse, divorce, and remarriage).		
SOCI 577	SOCIOLOGY OF POVERTY IN THE UNITED STATES	3
This course examines major contemporary definitions and ideologies of poverty and public welfare, and considers the extent and patterns of distribution of poverty. Alternative socio-economic explanations of poverty and their implications for policy will be assessed, and problem-solving aspects of program and policy research analyzed.		
SOCI 581	SOCIOLOGICAL PERSPECTIVES ON HEALTH AND MEDICINE	3
This course will introduce the student to the interesting and complex relationships that exist between society, health, and health care. Class lecture discussions will focus on the connections between social structure, the quality of the physical and social environment, and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one's body, the perception of disease, and the construction of medical knowledge.		
SOCI 584	THE SOCIOLOGY OF THE CRIMINAL JUSTICE SYSTEM	3
This course examines the criminal justice system (the police, the courts, correctional institutions, probation and parole) and considers its manifest and latent functions. It explores sociologically the ways in which offenders are selected, processed, and treated, and offers a view of the system from both occupational and experiential perspectives.		

SOCI 587 THE SOCIOLOGY OF JUVENILE DELINQUENCY 3

This course will introduce students to the major sociological theories of juvenile delinquency from both etiological and treatment perspectives. Of particular concern is the relationship between juvenile crime and the larger culture. Topics to be explored include juvenile crime in industrial society; delinquency and the school experience; juvenile crime and adolescent development; the family and delinquency; class, ethnicity, gender, and the juvenile justice system, with an emphasis on treatment programs and facilities.

SOCI 590 SOCIOLOGY OF THE LIFE COURSE 3

This course addresses societal responses to individuals passing through stages of the life cycle: childhood, adolescence, middle age, and later life. It will explore the experience of aging and the social policies and institutions which shape that experience.

SOCI 595 INTERNSHIP IN APPLIED SOCIOLOGY: CRIME AND JUSTICE 3

Students will select an institution dealing with an aspect of crime and justice in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

Prerequisite: Departmental approval.

SOCI 596 INTERNSHIP IN APPLIED SOCIOLOGY: AGING 3

Students will select an institution dealing with an aspect of aging in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

Prerequisite: Departmental approval.

SOCI 597 INTERNSHIP IN APPLIED SOCIOLOGY: HEALTH AND ILLNESS 3

Students will select an institution dealing with an aspect of health and illness in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

Prerequisite: Departmental approval.

SOCI 598 INTERNSHIP IN APPLIED SOCIOLOGY: SOCIAL RESEARCH AND POLICY 3

Students will select an institution dealing with an aspect of social research and policy in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

Prerequisite: Departmental approval.

SPANISH

Chairperson: Dr. John Zahner

Graduate Advisor: Dr. Vincenzo Bollettino

The MA program in Spanish offers students a wide array of courses in Spanish and Spanish American literature as well as in advanced studies of the Spanish language and literary theory. The program prepares students for careers in research and teaching and provides a cultural and linguistic base from which students can explore career options in interpreting, translating, diplomatic service, editorial work, social services, commerce and business. The Master of Arts degree also opens opportunities for students to pursue doctoral programs at major institutions.

ADMISSION REQUIREMENTS

The Master of Arts program in Spanish is open to students who hold a bachelor's degree with an undergraduate major in Spanish or who have completed 24 semester hours of Spanish on the undergraduate level or the equivalent. Students must take the Graduate Record Examination aptitude test prior to acceptance into the program.

Students who hold a bachelor's degree or its equivalent may enroll in graduate courses without obligation to follow a master's degree program, if they have 24 semester hours or the equivalent in Spanish.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPANISH

	Semester Hours
I. Required Course	3
Either	
SPAN 504 Introduction to Literary Theory	
or	
SPAN 505 History of the Spanish Language	
II. Peninsular Area	12
One course from each of 4 designated areas	
III. Spanish American Area	12
One course from each of 4 designated areas	
IV. Electives	9
A minimum of three additional courses from the departmental offerings.	

V. Comprehensive Examination or Thesis

The candidate for the MA degree will apply to the graduate advisor for the comprehensive examination one semester prior to the desired examination date. If option is to write a thesis, student will take SPAN 603 *Research Seminar and Thesis Writing* as one of the elective courses and follow the steps outlined in *Procedures and Guidelines for the Preparation of Theses at Montclair State University*.

Minimum: 36 semester hours

For further details see the graduate advisor.

SPANISH

Course Descriptions

	Semester Hours
SPAN 501 ADVANCED STUDIES IN THE SPANISH LANGUAGE	3
The course provides students with the tools of stylistic analysis in order to enhance their appreciation of literary texts and to improve their own writing skills. It will acquaint the students with the principles of contrastive analysis to give them greater control over the structures of Spanish.	
SPAN 504 INTRODUCTION TO LITERARY THEORY	3
An overview and analysis of major approaches to contemporary literary criticism. Theoretical texts representative of the different schools of criticism will be examined in order to define and understand the uniqueness of each methodology. Short works of fiction will be integrated with the theoretical texts to enable students to apply theory to practice and to engage in various readings of the same literary work.	
SPAN 505 HISTORY OF SPANISH LANGUAGE	3
The Spanish language from its origins to the present. Phonological, structural and lexical evolution from vulgar Latin, following the process of transformation from its first documentary appearance.	
SPAN 516 MEDIEVAL SPANISH LITERATURE TO 15TH CENTURY	3
The outstanding prose and poetry of Spain from the 11th century to the 15th century, with emphasis on the unique three-cultured society of the period.	
SPAN 522 THEATER OF THE GOLDEN AGE	3
Structural and thematic study of the <i>comedia</i> through readings and discussions of representative plays of the period including those of Lope, Tirso, Calderón, Alarcón and Moreto.	
SPAN 523 PROSE AND POETRY OF THE GOLDEN AGE	3
Critical readings of the picaresque and pastoral novels, the humanistic writing of Luis Vives, Alfonso and Juan Valdés, and Gracián. Textual analysis of the poetry of the Renaissance and Baroque from Garcilaso to Quevedo.	

SPAN 524 CERVANTES**3**

The prose writings and drama of Cervantes focusing on his unique artistic achievement. Readings of *El Quijote*, *Novelas ejemplares*, *Persiles y Segismunda* and selected comedias and entremeses.

SPAN 525 ENLIGHTENMENT AND ROMANTICISM**3**

The erudition of the Enlightenment as symbolized by Feijóo, Jovellanos; neoclassicism; the romantic movement exemplified by Larra, el Duque de Rivas, Espronceda, García Gutiérrez, Zorrilla, Alarcón; costumbrismo.

SPAN 526 REALISM IN SPAIN**3**

An examination of the development of the realistic novel in Spain in the 19th century as seen through the works of such authors as Fernán Caballero, Valera, Pardo Bazán, Clarín and the master novelist of the period, Pérez Galdós.

SPAN 527 THE GENERATION OF 98**3**

An examination of major works of the generation of writers whose intellectual development coincides with the defeat of Spain in the Spanish-American War of 1898. Attitudes toward Spanish reality, culture, philosophy and art will be explored in the writings of Unamuno, Valle Inclán, Baroja, Azorín, Machado and others.

SPAN 528 SPANISH FICTION AND FILM**3**

A critical analysis of works of Spanish literature of the 19th and 20th centuries and of films that are either based on the texts or reflect their major themes. Selected authors and film directors include Galdós, Lorea, Rodoreda, Tusquets, Buñuel, Saura and Almodóvar.

SPAN 530 SPANISH CULTURAL HISTORY**3**

A study of the formation and the nature of Spanish civilization through an investigation of the political, social and cultural trends and influences on the Iberian Peninsula from prehistoric times to the present.

SPAN 533 CONTEMPORARY SPANISH THEATER**3**

Analysis of representative plays from Benavente to Sastre are read. Critical study of the evolution of theater in light of style, technique and thought of these playwrights.

SPAN 534 SPANISH PROSE OF THE 20TH CENTURY**3**

An analysis of the novels of contemporary Spanish writers whose novels appeared following the Spanish Civil War 1939. The development of the contemporary novel from social realism and objectivism to experimental techniques and subjectivism will be examined through the works of such authors as Cela, Delibes, Marsé, Martín Santos, Goytisolo, Martín Gaité, Matute, Moix and others.

SPAN 535 CONTEMPORARY SPANISH POETRY**3**

Unamuno, Machado, Jiménez and poetry of the Generation of 27. Selective readings of younger poets of today. Emphasis on textual analysis.

SPAN 540 COLONIAL SPANISH AMERICAN LITERATURE**3**

Study of pre-Columbian literature, followed by analysis of the chronicles of discovery and exploration and major works of colonial poetry, prose and theater.

- SPAN 541 SPANISH AMERICAN LITERATURE OF THE 19TH CENTURY 3**
 Critical evaluation of prose and poetry from neoclassicism to naturalism and realism. Special emphasis will be given to the development of specific genres such as "literatura gauchesca" and the essay.
- SPAN 542 SPANISH AMERICAN NOVEL OF THE 20TH CENTURY 3**
 Study of the aesthetic novels of Modernismo; novels of the Mexican Revolution; the psychological novel; and the novel of the land and of social reform.
- SPAN 543 SPANISH AMERICAN THEATER OF THE 20TH CENTURY 3**
 New trends in the Spanish American theater: the theater of the absurd, the theater of cruelty and the theater of fantasy. Critical analysis of representative works of these genres.
- SPAN 546 MODERNISMO IN SPANISH AMERICA 3**
 Critical evaluation of the Modernista movement in Spanish American poetry and prose. Genesis, techniques, characteristics and principal writers of the movement.
- SPAN 548 CONTEMPORARY SPANISH AMERICAN NOVEL 3**
 A critical examination of representative examples of the Spanish American novel from the "boom" to the "post-boom."
- SPAN 549 CONTEMPORARY SPANISH AMERICAN SHORT STORY 3**
 The contemporary short story from the end of the Modernista period to the present time. Critical evaluation and analysis of representative works.
- SPAN 551 CONTEMPORARY SPANISH AMERICAN POETRY 3**
 Individual works of poetry as autonomous linguistic and artistic creations and as part of a general renaissance in culture. Post-modernism, vanguardism and post-vanguardism.
- SPAN 560 TOPICS IN SPANISH AND SPANISH AMERICAN LITERATURE 3**
 Selected specialized topics, either of a period, genre, or particular author, in Spanish or Spanish American literature. Topic will change with each offering. Majors only.
- SPAN 603 RESEARCH SEMINAR AND THESIS WRITING 3**
 Course provides the opportunity for students to write a thesis that may be substituted for the Comprehensive Examination. This course will be available on a year-long basis, with the grade of incomplete granted at the end of the first semester to allow students the full year stipulated to complete a thesis. Students must complete course work before beginning thesis. The M.S.U. Thesis Guidelines will govern all stages of the project.

SPEECH AND THEATRE

Chairperson: Dr. Wayne Bond, Speech Communication Department

Chairperson: Prof. Eric Diamond, Theatre and Dance Department

Graduate Advisors: Dr. Michael Kent, Communication Arts

Dr. Jane Peterson, Theatre

The Master of Arts degree in Speech and Theatre is designed to enhance the development of already existing skills in speech communication or theatre. The program is structured to emphasize both the theoretical and practical approaches in communication and theatre, and to allow for original research and creative projects. Special attention is paid to the literature and history of each area of concentration, and to the respective academic and professional skills necessary to become a practitioner of the selected discipline. The course sequence and content are designed to strengthen research, performance, production, and to prepare those who wish to pursue a profession in media and arts related areas. The Master of Arts degree is also ideally suited for those who plan to continue in a program of doctoral studies. Concentrations are available in Communication Arts or Theatre.

ADMISSION REQUIREMENTS

Students wishing to matriculate as Speech and Theatre majors are recommended to have completed an undergraduate major or the equivalent from one of the following areas: theatre, oral interpretation, broadcasting, speech communication, or media. It is assumed that most of this work will have been in the area selected for graduate concentration. Some students may need to improve their preparatory backgrounds through undergraduate courses for which graduate credit is not given.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPEECH AND THEATRE

CONCENTRATION IN COMMUNICATION ARTS

The candidate must complete all five parts of the requirements for the degree as detailed below.

	Semester Hours
I. Core Courses	6
SPCM 501 Survey of Research Methods	3
SPCM 534 Graduate Readings in Speech and Theatre	3
II. Required Courses within the concentration	15
SPCM 526 Theories of Human Communication	3
SPCM 536 Seminar in Persuasion	3
SPCM 581 Media and Mass Culture	3
SPCM 509 Special Problems in Speech and Theatre	3
SPCM 599 Independent Study	3
III. Elective Courses within the Concentration	6

In consultation with the graduate advisor, the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:

	SPCM 560	Internship: Communication Arts	3
	SPCM 565	Advanced Oral Interpretation	3
	SPCM 582	Techniques of Communication	3
	or		
	SPCM 600	Thesis	6
IV.	Non-Concentration Collateral Courses		3-6
	ENWR 590	Graduate Writing Seminar	3
	THTR 517	Theatre Criticism	3
	THTR 525	Advanced Acting Workshop	3
	THTR 580	Theatre Management	3
	Or other Graduate Theatre electives with Graduate Advisor's permission. ENWR 590 to be taken only when offered as general graduate writing seminar.		
V.	Non-Concentration Elective		0-3
	Course to be selected in other allied fields outside the department with approval of graduate advisor. Student may satisfy requirements by choosing six semester hours in category IV.		

Total semester hours: 33

VI. Comprehensive Examination

It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.

CONCENTRATION IN THEATRE

The Candidate must complete all five parts of the requirements for the degree as detailed below:

		Semester Hours
I.	Core Courses	6
	THTR 501 Research Methods in Theatre	
	OR	
	SPCM 501 Survey of Research Methods	3
	THTR 534 Graduate Theatre Readings	
	OR	
	SPCM 534 Graduate Readings in Speech and Theatre	3
II.	Required Courses within the concentration	15
	THTR 511 Tragic Elements in Drama	3
	THTR 512 Comic Elements in Drama	3
	THTR 513 Modern and Contemporary Theatre History	3
	THTR 599 Independent Study	3
	or	
	THTR 507 Theatrical Production	3
	*THTR 535 Advanced Directing Workshop	3
	<i>*A technical course listed below may be substituted by those interested in technical theatre:</i>	
	THTR 508 Internship: Theatrical Practice	3-7

	THTR 545	Scenic Design I: The Legitimate Theatre	3
	THTR 546	Scenic Design II: Performing Arts	3
	THTR 554	Stage Lighting Design	3
	THTR 555	Advanced Problems in Technical Production	3
	THTR 575	Seminar in Costume Design and Construction	3
	THTR 580	Theatre Management	3
III.	Elective Course(s) within the Theatre department		6
	To be selected in consultation with the graduate advisor:		
	THTR 504	Contemporary Theatre	3
	THTR 505	Dramaturgy	3
	THTR 507	Theatrical Production	3
	THTR 508	Internship: Theatrical Practice	3
	THTR 509	Special Topics in Theatre and Drama	3
	THTR 514	Non-Western Drama and Theatre	3
	THTR 517	Theatre Criticism	3
	THTR 525	Advanced Acting Workshop	3
	THTR 545	Scenic Design I: The Legitimate Theatre	3
	THTR 546	Scenic Design II: Performing Arts	3
	THTR 554	Stage Lighting Design	3
	THTR 555	Advanced Problems in Technical Production	3
	THTR 575	Seminar in Costume Design and Construction	3
	THTR 580	Theatre Management	3
	THTR 599	Independent Study	1-3
	THTR 600	Thesis in Theatre	3
	THTR 601	Thesis Extension	1
IV.	Non-Theatre Electives		6
	Courses to be selected in allied fields outside the department.		
	Total semester hours: 33		
V.	Comprehensive Examination		
	It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.		

SPEECH COMMUNICATION DEPARTMENT

Course Descriptions

	Semester Hours
SPCM 501 SURVEY OF RESEARCH METHODS	3
Foundations in research and research methodologies. A survey of critical, descriptive, historical, textual, qualitative methods of research in broadcasting, speech communication and theatre, to assist students in assessing and designing research. Students are required to develop a proposal for graduate level research in their area of inquiry. This course must be completed within the first two semesters of matriculation.	
<i>Prerequisite: Departmental approval.</i>	

- SPCM 509 SPECIAL PROBLEMS IN SPEECH AND THEATRE 3**
Individual problems in theatre, speech and mass communication. Reports, papers, panel discussion and experimentation.
Prerequisites: Speech and Theatre, Communication Arts concentration students only; departmental approval.
- SPCM 526 THEORIES OF HUMAN COMMUNICATION 3**
Develop knowledge of human communication behavior as it relates to intrapersonal, interpersonal, small group, and mass communication. Students develop awareness of communication behavior patterns and cultivate ability to select appropriate and effective communication behaviors for optimum results. Open to all graduate students.
- SPCM 534 GRADUATE READINGS IN SPEECH AND THEATRE 3**
Study and assessment of the major literature in the students' particular disciplines as demonstrated in research assignments and papers. This course must be completed within the first two semesters of matriculation.
Prerequisites: Speech and Theatre, Communication Arts concentration students only; departmental approval.
- SPCM 536 SEMINAR IN PERSUASION 3**
Critical examination of psychological, sociological and cultural dimensions of persuasive discourse.
Prerequisites: Speech and Theatre, Communication Arts concentration students only; departmental approval.
- SPCM 560 INTERNSHIP: COMMUNICATION ARTS 3 - 7**
Off-campus practicum assignments range from serving on campaign speaker's or public speaker's speech staff to coaching students and/or conducting forensic tournaments. Broad, balanced and locally supervised experience, by arrangement.
Prerequisites: Speech and Theatre, Communication Arts concentration students only; departmental approval.
- SPCM 565 ADVANCED ORAL INTERPRETATION 3**
Techniques in interpretation of poetry and prose; analysis and presentation of types of literary genres (short story, ballad, essay, narrative, sonnet, etc.) for use in classroom and special programs. Open to all graduate students.
- SPCM 581 MEDIA AND MASS CULTURE 3**
Influences and effects of the broadcast media on society; policy decisions and the influence of the broadcast media as conveyors of information and stimulus for change. Open to all graduate students.
- SPCM 582 TECHNIQUES OF COMMUNICATION 3**
Techniques and ethics in the production of informative, entertainment, persuasive and public relations material for mass public consumption. Open to all graduate students.

SPCM

599

INDEPENDENT STUDY

1 - 3

Individual projects in speech that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies or position papers. The nature of the course permits advanced graduate students to pursue areas of speech not covered by present offerings.

Prerequisites: Speech and Theatre, Communication Arts concentration students only; departmental approval.

SPCM

600

THESIS-SPEECH AND THEATRE

6

Individual research or creative project selected under advisement of a faculty committee. An oral exam follows the project. Student should register for the semester in which work will be completed.

Prerequisites: Speech and Theatre, Communication Arts concentration students only; departmental approval.

THEATRE AND DANCE DEPARTMENT

Course Descriptions

	Semester Hours
<div> <div> <div>THTR</div> <div>501</div> <div>RESEARCH METHODS IN THEATRE</div> <div>3.0</div> </div> <div> <p>Foundations in research and research methodologies. A survey of resources and methods (including critical, historical and textual) in theatre to assist students in assessing and designing research. Course must be completed in first two semesters of matriculation.</p> </div> </div>	
<div> <div> <div>THTR</div> <div>504</div> <div>CONTEMPORARY THEATRE</div> <div>3</div> </div> <div> <p>The theory and practice in today's professional theatre: writing, acting, directing and producing problems and trends of current theatrical fare. Open to all graduate students.</p> </div> </div>	
<div> <div> <div>THTR</div> <div>505</div> <div>DRAMATURGY</div> <div>3</div> </div> <div> <p>Introduction and overview of dramaturgy as a component of the creative team. Includes units on production dramaturgy, collaboration with directors, new play development, working with playwrights and adaptation.</p> </div> </div>	
<div> <div> <div>THTR</div> <div>507</div> <div>THEATRICAL PRODUCTION</div> <div>3</div> </div> <div> <p>Students pursue projects in one of the following areas: acting, directing, scenic design, lighting design, technical theatre or management. May be repeated for a maximum of six credits.</p> </div> </div>	
<div> <div> <div>THTR</div> <div>508</div> <div>INTERNSHIP: THEATRICAL PRACTICE</div> <div>3 - 7</div> </div> <div> <p>Practical experience in theatre under supervision of staff member of professional, semi-professional, or educational theatre, on- or off-campus.</p> <p><i>Prerequisite: Departmental approval.</i></p> </div> </div>	
<div> <div> <div>THTR</div> <div>509</div> <div>SPECIAL TOPICS IN THEATRE AND DRAMA</div> <div>3</div> </div> <div> <p>A selected topic in the history, literature, criticism or theory of theatre and drama not included in the regular departmental offerings will be examined in depth. May be repeated for a maximum of six credits.</p> </div> </div>	

THTR 511 TRAGIC ELEMENTS IN DRAMA 3

The "evolution" of tragic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative tragic playscripts in terms of style, structure, "tragic devices," content, and performance.

THTR 512 COMIC ELEMENTS IN DRAMA 3

The "evolution" of comic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative comic playscripts in terms of style, structure, "comic devices", content, and performance.

THTR 513 MODERN AND CONTEMPORARY THEATRE HISTORY 3

Theatrical history associated with Western culture from 1890 to the present; the contemporary theatrical scene and its direct heritage. Major emphasis on British and continental developments with some attention to American theatre.

THTR 514 NON-WESTERN DRAMA AND THEATRE 3

Theatrical forms and dramatic literature of non-Western cultures (China, Japan, India, Southeast Asia and Africa) in historical and contemporary contexts. The influence of these forms on modern Western theatrical theory and practice (Brecht, Artaud, Brook and others) will be examined.

THTR 517 THEATRE CRITICISM 3

Historical review of the principles involved in theatre criticism from a literary perspective. While attention is given to selected historical periods, dramatic theorists and theatre critics, the focus of class is on contemporary critical methodologies that augment playscript interpretation and production.

THTR 525 ADVANCED ACTING WORKSHOP 3

A workshop of acting styles from the classical to the modern, highlighting traditional periods, including Greek, Elizabethan, Restoration, and realistic acting. The basic assignments of the course are scene study and class presentations, individual and partner work in assignments and exercises.

THTR 534 GRADUATE THEATRE READINGS 3

Reading and assessment of important texts in the theory, history, criticism and practice of theatre. Course must be completed within the first two semesters of matriculation.

THTR 535 ADVANCED DIRECTING WORKSHOP 3

A workshop in play directing, including analysis and direction of scenes from realistic and period style plays. Final project includes a director's analysis and prompt script or the equivalent work in a term report on a particular approach to directing.

THTR 545 SCENIC DESIGN I: THE LEGITIMATE THEATRE 3

Scene design as related to the play, director and audience. Theatrical styles, genres, multiple, unit and simultaneous settings discussed. Includes script analysis and design work with an emphasis on visualization of design concepts, perspective sketch and modeling techniques.

THTR 546 SCENIC DESIGN II: PERFORMING ARTS 3

Design problems inherent in musical comedy, opera and dance. Emphasis on planning, design and execution of scenery.

THTR 554 STAGE LIGHTING DESIGN 3

The theory and practice of lighting design from both pragmatic and esthetic points of view. The student will focus on the function and qualities of lighting as a design medium and its application to various styles of theatrical production. Student will develop several lighting plots and schedules.

THTR 555 ADVANCED PROBLEMS IN TECHNICAL PRODUCTION 3

Physical resources available to technician. Exploration of new materials and techniques as well as extensive work in standard techniques. Knowledge of drafting techniques helpful.

THTR 575 SEMINAR COSTUME DESIGN AND CONSTRUCTION 3

Costume as one visual element of design in the theatre. Research procedure, design theory, construction techniques, use of materials.

THTR 580 THEATRE MANAGEMENT 3

The theatre as a business enterprise: production units; box office procedures; standard contractual arrangements; unions and their regulations; subscription management. Manager as a community relations specialist; publicity; the theatre as a community resource. Open to graduate students with a background in performing arts.

THTR 599 INDEPENDENT STUDY 1 - 3

Individual projects in theatre that result in significant research.

Prerequisite: Departmental approval.

THTR 600 THESIS IN THEATRE 1 - 3

Individual research or creative project under the direction of a faculty committee. An oral exam follows the project. Student should register for the semester in which work is completed.

Prerequisites: Theatre students only; departmental approval.

THTR 601 THESIS EXTENSION 1

Continuation and completion of work begun in Thesis in Theatre, THTR 600.

Prerequisite: THTR 600 and departmental approval.

STATISTICS

Chairperson: Dr. Helen M. Roberts

Graduate Coordinator: Dr. William R. Parzynski

The Department of Mathematical Sciences offers a Master of Science degree in Statistics and a Master of Science degree in Mathematics with a Statistics concentration. The Department of Computer Science offers the Master of Science in Computer Science with a concentration in Applied Statistics. The degrees with concentrations in statistics are discussed under degrees in Mathematics and Computer Science respectively.

The MS in Statistics has been developed for students interested in becoming practitioners of statistics, who are trained in statistical methodology. The programs emphasize the foundations and concepts of statistics as well as the new and developing areas of statistics. Though the applications of statistical sciences are emphasized, the theoretical foundations are presented as well. Specifically, students are prepared for professional work in the design and analysis of statistical models, data analytic techniques and the associated computational methods, and statistical computing. The curriculum is designed to allow students to develop the skills needed to achieve positions in the many pharmaceutical, chemical, health services, public service and consumer product corporations and other industries that require significant research and development efforts as well as data analysis. Through the accessibility of computers and the availability of powerful statistical software to analyze huge data sets, the use of statistical methods has now become widespread in many industries.

The MS in Statistics is of interest to undergraduate mathematics majors looking for challenging career paths that apply their problem solving skills to important social, health, medical and business issues; undergraduate statistics majors who feel the need to expand their knowledge; people currently working as statistical assistants; people trained in biology, chemistry, physics or medicine who are involved in the analysis of experiments; and computer scientists who are involved in data analysis.

Our statistics faculty is active at the national and local level of professional societies and consult for Fortune 500 companies. Occasionally we bring in statistical scientists from local telecommunications or pharmaceutical firms to present courses on special topics in new and developing areas of statistics.

The Statistical Consulting Program, housed in the Department of Mathematical Sciences, offers the campus community and off-campus clients statistical advice in the design of experiments and studies as well as the analysis and interpretation of the results. This program also offers MS students the opportunity to obtain applied experience by becoming involved in the data collection, analysis and interpretation of ongoing projects. In addition, our proximity to the pharmaceutical industry permits students the exciting option of an applied industrial experience, working under the supervision of a practicing statistician and a departmental faculty advisor.

Students and faculty in the Department have access to state-of-the-art interactive computing environments for data analysis and data graphics. The SAS Application

System and S-Plus are available on a Sun Local Area Network of workstations and servers consisting of an Enterprise 450, SparcServer 1000, Ultra 30, Ultra 10's, Sparc 20's, and Sparc 5's. Minitab and the IMSL math/stat libraries run on a VAX cluster which consists of DEC VAX 7620, 6610, 7620, 6310, 3500, 4000, 3500 microVAX II with four LSI/11 micros connected to it, and two ALPHA 2100. These VAX's may be accessed from any networked PC or Macintosh on campus or via MSU's ISP service. A wide variety of PC software (such as JMP, MacSpin, Data Desk, Solo, Statistix) is available in our PC laboratories filled with Power Macintoshes and Dell Pentiums. Other software is described under Mathematics and/or Computer Science. The network of Sun workstations and servers and VAX cluster are connected to other computers via a campus-wide network which allows access to our statistical software from throughout the campus and from off-campus dial-in. MSUnet, an Ethernet Local Area Network, extends to most of the campus buildings and links to the Internet allowing communications to colleges and universities, research centers, libraries and databases around the world.

ADMISSION REQUIREMENTS

1. All students must meet the admissions requirements for graduate study at Montclair State University.
2. Applicants must possess a bachelors degree from an accredited institution with either:
 - a. A major in computer science or mathematics.
 - b. A major in science or engineering
 - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
3. Applicants must have taken at least 18 undergraduate mathematics credits which should include:
 - a. Three semester sequence of calculus
 - b. Linear algebra
 - c. Probability.
4. Applicants must be proficient in a computer programming language such as C, or C++.

A candidate for the Master of Science degree in Statistics must consult the graduate coordinator of the department before matriculation since the choice of graduate courses must be adjusted to the level of preparation in undergraduate work. All the degree programs in Statistics are 33 credit programs. The student's work program listing course requirements is prepared in consultation with the graduate coordinator. In order to be awarded a Master of Science degree in Statistics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematical Sciences. In addition a student must pass a three hour written comprehensive examination based on the core courses. Students are required to have a 3.0 grade point average and to have completed a minimum of 12 degree bearing credits in order to be eligible to take the comprehensive examination.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN STATISTICS

	Semester Hours
I. Required Core Courses	15-18 s.h.
STAT: 541 or equivalent*	
STAT: 542, 543, 544, 547, 548	
<i>* This course must be taken if an equivalent course has not been taken previously</i>	
II. Statistical Science Electives	12 s.h.
One of the following courses:	
STAT: 640, 646 or 648	
Three or more courses selected from:	
STAT: 545, 546, 549, 640-649	
III. Computer Science, Mathematics and/or Statistics Electives	3-6 s.h.
Courses selected from:	
CMPT: 578, 583, 586, 589, 590, 592, 593, 594, 683	
MATH: 540, 560, 568, 569, 580, 584,	
STAT: 541-549; 640-649	
Substitutions are allowed with prior written approval of the graduate coordinator. At most 6 semester hours can be taken at the 400 level. At most six semester hours of an applied industrial experience can be taken with approval of the graduate coordinator.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Statistics.	

MATHEMATICAL SCIENCES

Course Descriptions

	Semester Hours
STAT 541 APPLIED STATISTICS	3
Review of estimation and hypothesis testing for one sample and two sample problems; introduction to non-parametric statistics, and linear regression; fundamental principles of design, completely randomized design, randomized block design, Latin square, and 2 factor designs.	
<i>Prerequisite: STAT 440 Statistical Methods or 443 Introduction to Mathematical Statistics and permission of graduate coordinator.</i>	

STAT 542, 543 STATISTICAL THEORY I, II**3 each**

Discrete and continuous probability distributions, multivariate distributions, sampling theory, transformations, Chi-squared, 'F' and 't' distributions. Point estimation properties of estimators, sufficiency, exponential families, interval estimation, hypothesis testing, power, Neyman-Pearson Lemma, likelihood ratio tests. The impact of the above theory on areas such as regression analysis, analysis of variance and analysis of discrete data.

Prerequisites: STAT 541 and permission of graduate coordinator for STAT 542; STAT 542 for STAT 543.

STAT 544 STATISTICAL COMPUTING**3**

Computer systems for data analysis and data graphics, and intermediate level statistical methodology are investigated. Several statistical computing packages are utilized and evaluated.

Prerequisites: STAT 541 or 548, and CMPT 183 Foundations of Computer Science I and permission of graduate coordinator.

STAT 545 PRACTICUM IN STATISTICS I**3**

An applied experience in which students work with practitioners in industry, government or research organizations utilizing statistical techniques in a research setting. Students will work with statisticians on projects involving experimental design and data collection as well as the analysis and interpretation of the data.

Prerequisites: STAT 541, and 544 and STAT 547 or 548 and permission of Statistics advisor.

STAT 546 NON-PARAMETRIC STATISTICS**3**

Selected distribution-free tests and estimation techniques including sign, Kolmogorov-Smirnov, Wilcoxon signed rank, Mann-Whitney, Chi-square, rank correlation, Kendall's Tau, Kruskal-Wallis, Friedman, McNemar, and others.

Prerequisites: STAT 440 Statistical Methods and permission of graduate coordinator.

STAT 547 DESIGN AND ANALYSIS OF EXPERIMENTS**3**

Fundamental principles of design; fixed, random and mixed models; factorial designs; designs with restricted randomization; split plot design; confounding; fractional replication; experimental and sampling errors.

Prerequisite: STAT 541 or 548.

STAT 548 APPLIED REGRESSION ANALYSIS**3**

Fitting equations to data; matrices, linear regression; correlation; analysis of residuals; multiple regression, polynomial regression; partial correlation; stepwise regression; regression and model building; regression applied to analysis of variance problems; introduction to nonlinear regression.

Prerequisites: STAT 440 Statistical Methods or STAT 443 Introduction to Mathematical Statistics and permission of graduate coordinator.

STAT 549 SAMPLING TECHNIQUES**3**

Sampling and survey methodology; basic sampling theory; simple, stratified, random, cluster, systematic and area sampling. Sampling errors and estimation procedures.

Prerequisites: STAT 440 Statistical Methods or STAT 443 Introduction to Mathematical Statistics and permission of graduate coordinator.

STAT 640 BIOSTATISTICS I**3**

Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Categorical data analysis, logistic regression, generalized linear models, nonparametric regression techniques.

Prerequisites: STAT 544, and 547, and 548 and permission of graduate coordinator.

STAT 641 BIOSTATISTICS II**3**

Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Survival analysis and designs for clinical trials.

Prerequisites: STAT 544, and 547, and 548, and permission of graduate coordinator.

MATH 645 TOPICS IN STATISTICS**3**

Recent developments in the field. Topics such as statistical quality assurance, categorical data analysis, applied time series analysis, dynamic statistical graphics, data analysis, computationally intensive data-analytic methods, Bayesian methods, and special areas of application may be selected.

Prerequisite: Permission of graduate coordinator.

MATH 646 MULTIVARIATE ANALYSIS**3**

Analysis of multiple response variables simultaneously; covariance and the multivariate normal distribution; manova, discriminant functions; principle components and canonical correlations.

Prerequisites: STAT 541 and 548 and permission of graduate coordinator.

MATH 648 ADVANCED STATISTICAL METHODS**3**

Advanced statistical concepts and methods used by statistical scientists in the analysis of designed experiments and observational studies. Response surface methodology, analysis of covariance, the general linear model, the cell means model and the analysis of variance of unbalanced or messy data.

Prerequisites: STAT 544, and 547, and 548 and permission of graduate coordinator.

MATH 649 INDEPENDENT STUDY IN STATISTICS**3**

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in statistics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

Prerequisite: Permission of graduate coordinator. Departmental approval.

TECHNOLOGY EDUCATION

Chairperson: Dr. Richard Wolfson

Graduate Advisor: Dr. Vincent Walencik

The graduate program in Technology Education, housed in the department of Curriculum and Teaching is designed to improve the professional training of technology education teachers, to enhance their teaching proficiency through study of trends and developments in the field, to improve the organization of the technology laboratory and to provide a basis for work in administration and supervision. Emphasis is given to advanced work in technology education, as well as, related fields which broaden professional experiences and accent technology concepts.

Graduate programs of students matriculated in the department are tailored to the individual's needs through consultation with the graduate advisor. Students must meet the departmental requirements for either a thesis program (Option A) or a non-thesis program with a comprehensive examination (Option B).

Graduate students matriculated in the Master of Arts degree program who desire certification as a Supervisor of Industrial Education or as a Coordinator of Cooperative Industrial Education can arrange their programs with the graduate advisor.

ADMISSION REQUIREMENTS

Study toward the Master of Arts degree in Technology Education presupposes the completion of an undergraduate major in the same area. Individuals who have undergraduate majors in this area, but do not wish to work toward a degree, may enroll in graduate courses in the department.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN TECHNOLOGY EDUCATION

	Semester Hours
(OPTION A)	
I. Required Courses:	18
A. General	6
ELRS 503 Methods of Research	3
Education Elective	3
B. Technology Education Specialization	12
1. Required	
INED 509 Facilities Planning for Technology and Technology Education	3
TECH 502 Curriculum Construction in Technology	3
TECH 607 Research and Development (Full Year)	6
2. Electives	6
Six semester hours approved by departmental advisor.	

CERTIFICATION

The department offers three forms of certification:

1. Supervisor
2. Cooperative Industrial Education Coordinator
3. Post-Baccalaureate
 - (a) initial field
 - (b) additional field

For more details, see certification section of this catalog or contact the department graduate advisor.

TECHNOLOGY

Course Descriptions

			Semester Hours
INED 503	CONTEMPORARY PROBLEMS IN TECHNOLOGY, INDUSTRY AND INDUSTRIAL/TECHNOLOGY EDUCATION		3
Seminar group exploration of current problems or issues in technology, industry, and industrial/technology education. The seminar follows a research, discussion, presentation format.			
INED 509	FACILITIES PLANNING FOR INDUSTRIAL TECHNOLOGY AND TECHNOLOGY EDUCATION		3
Facilities planning includes the theoretical and practical application of architectural aspects, operational aspects, floor plan layouts, equipment selection, bid preparation, purchase/lease options and two or three dimensional models.			
INED 605	WORKSHOP/SEMINAR IN INDUSTRIAL TECHNOLOGY		3
Opportunity is afforded the student to study imminent or burgeoning issues, concerns, and/or problems in industry, technology, and/or technology education.			
ISCE 501	PRINCIPLES AND PHILOSOPHY OF COOPERATIVE INDUSTRIAL STUDIES		3
Historic, cultural, social, governmental, economic and technical forces which affect development of cooperative industrial education programs.			
ISCE 502	CURRICULUM CONSTRUCTION IN COOPERATIVE INDUSTRIAL STUDIES		3
Techniques designed to meet needs of related and laboratory teaching, and school work programs; curriculum materials especially adapted to needs of part-time cooperative trade occupational programs.			
TECH 502	CURRICULUM CONSTRUCTION IN TECHNOLOGY		3
Techniques of industrial and technology education curriculum construction are studied. Special emphasis is placed on the development of courses of study and the related instructional materials.			

TECH 503 CONTROL TECHNOLOGY 3

Familiarizes students with devices that regulate/monitor technical systems. Emphasis is placed on the systems model of input, process, output, feedback. Computer interfacing is introduced.

TECH 504 TECHNICAL PRESENTATIONS 3

This course acquaints the student with the commercial applications for technical presentations methods as well as career opportunities. Using the methods and techniques introduced in the course the student will plan, illustrate, and model a variety of objects and/or products. Areas of study include two dimensional illustration, three dimensional modeling, oral and written communications, and electronic-media presentation techniques. The design/problem solving process is used as the primary means of instruction.

TECH 505 SUPERVISION IN TECHNOLOGY EDUCATION 3

Principles and practices of supervision, as related to industry, industrial/technology education, and technology are discussed and evaluated. Special attention is given to styles of supervision, supervision techniques, communications, and motivation.

TECH 512 INTRODUCTION TO TECHNOLOGY EDUCATION 3

This course is designed to provide the student with the concepts, content and methodology of technology education for application in grades K-12. The systems approach (biotechnology, physical technology and information technology) will be studied. Problem solving as a methodology will be emphasized. Students will participate in actual technology learning activities.

TECH 513 TECHNOLOGY DESIGN LAB 3

Course emphasizes the physics concepts relevant to technical devices. Encompasses theory, practice, and application of knowledge through hands-on problem solving. Course is based on the MIT design lab concept.

Prerequisite: TECH 503

TECH 606 INDEPENDENT STUDY IN TECHNOLOGY 1 - 3

Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved industrial course or seminar related to the student's special area of interest. May be taken three times with the graduate advisor's approval, for a total of three semester hours.

Prerequisite: Departmental approval.

TECH 607 RESEARCH AND DEVELOPMENT 6

A survey of industrial research, technical reports, centers, institutes, laboratories and material standards. The undertaking of an industrial research and development problem, reflecting the graduate students' area of concentration, and the preparation of a publishable technical report. To run a full academic year from September to June.

Prerequisite: ELRS 503.

GRADUATE CERTIFICATE PROGRAMS

Graduate certificate programs are a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. The School of Graduate, Professional and Continuing Education offers both credit and non-credit certificate programs. Certificate programs at Montclair State University vary in length from 12 to 24 credits and all are designed to be able to be completed within one to two years of study.

The following is a list of Graduate Certificate Programs offered by Montclair State University:

- Child Advocacy
- CISCO
- Collaborative Teaching for Inclusive Settings
- Health Education
- Molecular Biology
- Object Oriented Computing
- Paralegal Studies
- Teaching English to Speakers of Other Languages
- Translation and Interpretation in Spanish
- Water Resource Management

Program description, admission information, and undergraduate course descriptions are included under each program. There is also a reference to the index entry for the program under which graduate course descriptions are printed.

Admission to a certificate program does not guarantee acceptance into a Montclair State University degree program. Students must reapply if interested in a graduate degree program.

The School of Graduate, Professional and Continuing Education will notify first time certificate students that they have been admitted and are eligible for registration via a letter. Please refer to the Schedule of Courses booklet available from the Office of the Registrar for more information. Students must meet appropriate deadlines to be eligible for registration

CHILD ADVOCACY CERTIFICATE PROGRAM

Certificate Advisor: Dr. Robert McCormick

The Child Advocacy certificate has been designed to provide students with a multi-disciplinary understanding of the role of the child advocate as seen through the disciplines of law, sociology, and psychology. This unique perspective encompassing these three areas of learning equip graduates with training that will enhance their skills in a variety of settings.

ADMISSION REQUIREMENTS

To be considered for admission into the Child Advocacy Post-Baccalaureate Certificate program, students must have a baccalaureate degree in any discipline. Students must submit to the Graduate School a completed Graduate Application, which includes official transcripts from each college/university attended and a statement of objectives. Students can begin the program any semester. Courses are offered during the fall and spring semester and during summer session.

REQUIREMENTS FOR THE CHILD ADVOCACY CERTIFICATE PROGRAM

Semester Hours

Required Courses (18 semester hours):

JUST	350	Introduction to Child Advocacy	3
JUST	410	Child Abuse and Neglect	3
JUST	412	Children and Justice	3
JUST	430	Interviewing Skills for the Child Advocate	3
JUST	440	Current Social Issues in Child Advocacy	3
JUST	499	Selected Topics in Justice Studies	3

JUSTICE STUDIES

Course Descriptions

Semester Hours

JUST 350 INTRODUCTION TO CHILD ADVOCACY 3

This course provides students with an overview of the field of child advocacy. The role of the child advocate is explored in a myriad of professional settings. Ethical, legal and professional responsibilities are discussed.

Prerequisites: Students must hold a bachelor's degree from an accredited college or university.

JUST 410 CHILD ABUSE AND NEGLECT 3

This course provides students with an understanding of the development and behavior of children in the child welfare system. Specific emphasis is placed on issues related to child abuse and neglect.

Prerequisites: Students must hold a bachelor's degree from an accredited college or university.

JUST 412 CHILDREN AND JUSTICE 3

This course provides a multi-systemic view of child welfare issues. It reviews and discusses children's rights from a systems perspective. Societal issues of poverty, violence and isolation within a historical content are explored. The course explores and discusses advocacy protocols and practice.

Prerequisites: Students must hold a bachelor's degree from an accredited college or university.

JUST 430 INTERVIEWING SKILLS FOR THE CHILD ADVOCATE 3

This course provides an investigation and analysis of the process and nature of different forms of interviewing techniques. It explores intra-personal and inter-personal aspects of the communication process. A framework for interviewing individuals of diverse backgrounds is examined.

Prerequisites: Students must hold a bachelor's degree from an accredited college or university.

JUST 440 CURRENT SOCIAL ISSUES IN CHILD ADVOCACY 3

This course reviews and discusses selected problems of social disorganization. It takes a multi-disciplinary approach in examining family problems related to poverty, drug abuse and violence. Causation of delinquency and the fragmentation of the family system are examined.

Prerequisites: Students must hold a bachelor's degree from an accredited college or university.

JUST 499 SELECTED TOPICS IN JUSTICE STUDIES 3

Exploration of a timely and significant area of Justice Studies. The specific topic will be announced each time that the course is offered. May be repeated once for a total of six semester hours.

Prerequisites: Students must hold a bachelor's degree from an accredited college or university.

CISCO CERTIFICATE PROGRAM

Certificate Advisor: Dr. Dorothy Deremer

The CISCO program is MSU's local implementation of the nationally recognized and CISCO developed CISCO Networking Academy. Completion of the program with satisfactory standing prepares students to take the CISCO Certified Network Associate (CCNA) exam. The program includes four required and sequential half semester courses, CISCO I, II, III, and IV through the fall and spring semesters for a total of 4 academic credits. The courses are delivered through lecture and hands-on activities by a CISCO certified instructor.

The CISCO program provides students with classroom and laboratory experiences as a basis for preparation for the CCNA exam, for further education in computing networking and for expanding career opportunities in industry.

ADMISSION REQUIREMENTS

Prerequisites for the program include permission of the Department, Precalculus, a year's experience with Java, C++, FORTRAN, or Pascal, or in some cases, Visual BASIC, and an undergraduate degree. The department provides a one-time waiver for the CCNA exam for students with satisfactory course grades.

REQUIREMENTS FOR THE CISCO CERTIFICATE PROGRAM

	Semester Hours
Required Courses:	
CISCO I	1
CISCO II	1
CISCO III	1
CISCO IV	1

For further information contact the Computer Science department.

COLLABORATIVE TEACHING FOR INCLUSIVE SETTINGS CERTIFICATE PROGRAM

Certificate Advisor: Dr. Lucille Weistuch-Saffner

The certificate program Collaborative Teaching for Inclusive Settings, offered by the department of Curriculum and Teaching, is available only to school districts interested in working on increasing the capacity of school personnel to meet the needs of students in inclusive classrooms. This course of study is designed to have school-based faculty approach inclusion from a team perspective. Because of this, districts are asked to register their faculty in teams. Teams are to consist of general education, special educators, child study team members and, if possible, representatives from administration. Classes may be held at off-campus sites in the district(s).

ADMISSION REQUIREMENTS

Students must have a valid education certificate (Elementary; Secondary; Teacher of the Handicapped; Learning Disabilities Teacher-Consultant) or alternate school certificate (Speech Language Specialist; School Occupational Therapist; School Psychologist; School Businessd Administrator); affiliation with a participating district; and commitment to take the five course sequence; waiver on SPED 579 will be available with advisor approval if equivalent course with inclusion focus has been taken.

REQUIREMENTS FOR THE COLLABORATIVE TEACHING FOR INCLUSIVE SETTINGS CERTIFICATE PROGRAM

			Semester Hours
Required Courses (15 semester hours):			
SPED	566	Language-Based Learning Strategies for Use in Inclusive Settings	3
SPED	567	Instructional Planning for Students with Disabilities in Inclusive Settings I (Preschool to Third Grade)	
OR			
SPED	568	Instructional Planning for Students with Disabilities in Inclusive Settings II (4th through 12th grade)	3
SPED	588	Managing Student Behavior in Inclusive Settings	3
SPED	579	Special Education for Students with Disabilities	3
SPED	668	Consultation Methods	3

Graduate course descriptions are listed in Curriculum and Teaching Department. Please refer to the index for the page number.

HEALTH EDUCATION CERTIFICATE PROGRAM

Certificate Advisor: Dr. Reza Shahrokh

The certificate program in Health Education, offered by the department of Health Professions, Physical Education, Recreation and Leisure Studies, is designed to serve practicing classroom teachers who seek further background in health education in the areas of content and pedagogy. This graduate certificate can be completed in two semesters.

ADMISSION REQUIREMENTS

Students must have a baccalaureate degree from an accredited institution of higher education with a minimum cumulative grade point average of 2.5 on a 4-point scale or equivalent on a 5-point scale and a teaching certificate

REQUIREMENTS FOR THE HEALTH EDUCATION CERTIFICATE PROGRAM

			Semester Hours
I.	Select one of the following:		
	HLTH	520 Foundations and Methods in Health Education	3
	HLTH	526 Curriculum Development and Program Planning in Health Education	3
II.	Select three of the following:		
	HLTH	511 Biomedical Psychosocial Perspectives on Drugs	3
	HLTH	530 Health Issues Seminar	3
	HLTH	540 Selected Topics in Mental Health	3
	HLTH	560 Human Diseases	3
	HLTH	575 The Teaching of Human Sexuality	3

Graduate course descriptions are listed with the Health Education M.A. program. Please refer to the index for the page number.

MOLECULAR BIOLOGY CERTIFICATE PROGRAM

Certificate Advisor: Dr. Quinn Vega

The Molecular Biology certificate is designed for individuals seeking employment in the biotechnology and pharmaceutical industries, those currently employed seeking to learn new techniques or update their skills and for those individuals that want to strengthen their preparation for further postgraduate work. The unique feature of the Molecular Biology certificate program is its focus on laboratory methodologies in molecular biology and biotechnology. The recommended course of study will provide both theoretical and applied instruction in modern, well-equipped biology laboratories. Students in this program will gain expertise in a variety of essential molecular methodologies including PCR, automated DNA sequence analysis, molecular cloning, gene expression, fermentation technology, site-directed mutagenesis, immunology and cell manipulation techniques.

All courses for the certificate program will be offered on evenings and/or weekends in the new 60,000 square foot Science Hall which features state-of-the-art biological teaching laboratories. A total of 14 - 15 semester hours (depending on elective course selected) are required for this program.

ADMISSION REQUIREMENTS

Students must have a bachelor's degree in biology, biochemistry or a related field or approval of the program advisor. Students must submit the application form and transcripts from all undergraduate institutions attended.

The matriculation program for certificate candidates is prepared in consultation with the certificate advisor. Changes in the program can be made only with the written approval of the certificate advisor. It is the responsibility of the student to keep the advisor informed of progress in the program.

REQUIREMENTS FOR THE MOLECULAR BIOLOGY CERTIFICATE PROGRAM

		Semester Hours
I.	Required Courses (11 semester hours):	
BIOL	547 Molecular Biology I (lecture)	3
BIOL	548 Molecular Biology II (laboratory)	4
BIOL	592 Biology Consortium (seminar)	1
BIOL	598 Selected Techniques in Molecular Biology	1.5
(Students take this course twice, for a total of 3 credits)		

II.	Elective (Select 1 of the following for 3-4 semester hours):		
BICL	405	Cell Culture	4
BIOL	512	Topics in Modern Genetics	3
BIOL	513	Instrumentation and Techniques for Biological Science	4
BIOL	533	Advanced Cell Biology	3
BIOL	550	Topics in Microbiology	3
CHEM	570	Selected Topics in Advanced Biochemistry	3

BIOLOGY AND MOLECULAR BIOLOGY

Course Descriptions

			Semester Hours
BICL	405	CELL CULTURE	3
Theory of and practice in working with living cells: tissue culture techniques, cell communication, differentiation, regeneration and aging in several living cell systems.			
<i>Prerequisites: Departmental approval. Special fee.</i>			

Graduate course descriptions are listed with the Biology M.S. program and the Chemistry M.S. program. Please refer to the index for the page number.

OBJECT ORIENTED COMPUTING CERTIFICATE PROGRAM

Certificate Advisor: Dr. Dorothy Deremer

Object Oriented Computing (OOC) integrates C++, JAVA, and UML (Uniform Modeling Language) with Rational Rose for an object oriented approach to tasks. The student gains experience with Sun Solaris and Windows making the student more valuable as an employee and education consumer. OOC is three required and sequential graduate computer science courses in the fall (CMPT 505), spring (CMPT 507), and extended precession (CMPT 585). The first two courses consider object oriented programming through C++ and the last course, Special Topics: Object Oriented Tools, considers JAVA and UML.

ADMISSION REQUIREMENTS

Prerequisites for the program include a B.S. or B.A. from an accredited institution, evidence of precalculus knowledge, and a year of programming experience. Permission from the Computer Science chairperson or graduate advisor is necessary.

REQUIREMENTS FOR THE OBJECT ORIENTED COMPUTING CERTIFICATE PROGRAM

Semester Hours

Required Courses (11 semester hours):

CMPT	505	Fundamentals of Computer Science I	4
CMPT	507	Fundamentals of Computer Science III.....	4
CMPT	585	Topics in Computer Science	3
(When topic is: <i>Object Oriented Tools including JAVA</i> <i>and UML with Rational Rose</i>)			

Graduate course descriptions are listed with the Computer Science M.S. program. Please refer to the index for the page number.

PARALEGAL STUDIES CERTIFICATE PROGRAM

Certificate Advisor: Dr. Regina Judge

The Department of Legal Studies offers a Paralegal Studies Certificate Program for post-baccalaureate students which includes a balanced and varied background in the legal fundamentals, appropriate skills, and practical field work experience necessary for employment as a legal assistant. The program develops intellectual and analytical skills, educates students for direct employment opportunities in the paralegal field, and provides additional career possibilities in combination with a student's undergraduate degree.

The Montclair State University Paralegal Studies Program is the first and only program at a state college or university in New Jersey to receive American Bar Association approval. A certificate of completion is awarded to all students who meet program standards, fulfill the 24 credit hours required in the program, and have completed a bachelor's degree. Post-baccalaureate students who meet all course prerequisites may, with departmental permission, substitute up to two graduate Legal Studies courses (at the 500 level) within the Paralegal Studies Program.

By advisement, a student may focus upon one of three optional areas of emphasis in the selection of Group II courses: Legal Information and Technology, Hispanic Perspectives and Patent, Trademark, and Copyright Law. These are informal groupings of courses clustered in accordance with student interests and career goals. A student is not required to take them and they are not formally recorded with the Registrar's Office. The required Paralegal Seminar and Internship course will focus upon the student's area of interest.

ADMISSION REQUIREMENTS

Candidates for admission must have a baccalaureate degree from an accredited college or university and meet the university's minimum requirements for the Graduate Records Examination.

REQUIREMENTS FOR THE PARALEGAL STUDIES CERTIFICATE PROGRAM

LSLW 200 Introduction to Law is a recommended program prerequisite.

I. Required Courses (9 semester hours):

			Semester Hours
LSPR	210	Law and Litigation	3
LSPR	312	Foundations of Legal Research	3
LSPR	362	Legal Writing	3

II. Choice of 4 of the following (12 semester hours):	
A. Students must include at least one course from the following group:	
LSPR 304	Real Estate Law 3
LSPR 306	Contract Law for Paralegals 3
LSPR 322	Wills, Trusts, and Probate Law 3
LSPR 330	Family Law 3
LSPR 336	Corporations and Partnerships 3
B. Students may include up to three courses from the following group:	
LSPR 301	Criminal Law and Procedure 3
LSPR 305	Immigration Law 3
LSPR 308	Negotiation, Mediation and Arbitration 3
LSPR 310	Fundamentals of Patent, Trademark and Copyright Law 3
LSPR 317	Evidence 3
LSPR 332	Personal Injury Law 3
LSPR 339	Computer Applications in the Legal Environment 3
LSPR 411	Advanced Patent, Trademark and Copyright Law 3
LSPR 420	Advanced Civil Litigation 3
LSPR 438	Trademark Law 3
LSPR 441	Advanced Computer Applications in the Legal Environment . 3
LSPR 450	Law Office Management and Technology 3
LSPR 460	Advanced Legal Research and Writing 3
LSPR 499	Selected Topics in Paralegal Studies 3
C. Students may include one law-related course from the following list:	
LWL 388	Trial Techniques and Strategies 3 (open only to undergraduates)
LSPR 316	Skills for Bilingual Legal Personnel 3 (fluency in Spanish required)
POLS 321	Law in Society: Criminal Law 3 (precludes program credit for LSPR 301)
D. With departmental permission, seniors and post-baccalaureate students who meet all prerequisites, may include up to two courses at the 500 level from the Legal Studies Department.	
III.	
LSPR 497	Paralegal Seminar and Internship 3 <i>or</i>
LSPR 498	Cooperative Education: Paralegal Studies 4-8
Total Semester Hours for the Program 24-25	

Optional Areas of Emphasis:

By advisement, a student may focus upon optional areas of emphasis in the selection of Group II courses. These are informal groupings of courses clustered in accordance with student interests and career goals. A student is not required to take them and they are not formally recorded with the Registrar's office. The required Paralegal Seminar and Internship course will focus upon the student's area of emphasis.

1. Legal Information and Technology (LSPR 339, LSPR 441, LSPR 450)
2. Patent, Trademark, and Copyright Law (LSPR 310, LSPR 411, and LSPR 438)
3. Hispanic Perspectives (Fluency in Spanish required) (LSPR 316 and PSYC 245 or PCOM 245 or SOCI 202)

LEGAL STUDIES

Course Descriptions

	Semester Hours
LSPR 210 LAW AND LITIGATION	3
An introduction to the legal system with a focus on the New Jersey court system. Review of substantive areas of law and application of procedural concepts from initiation of a civil lawsuit through entry of judgment. The unique role and function of attorney and paralegal in the process of client interviewing, ethical considerations, investigation and preparation for trial. Drafting of pleadings and other documents used in litigation and trial. Introduction to Law (LSLW 200) is a recommended prerequisite.	
LSPR 301 CRIMINAL LAW AND PROCEDURE	3
Legal concepts of criminal law and their application to criminal procedure. Contrast between civil law and criminal law. Study of crimes against persons, property and the public. Searches and seizure, arrest and interrogation. Students may take LSPR 301 or POLS 321, but not both courses as part of the Paralegal Studies program, the Political Science major or the Criminal Justice Minor.	
LSPR 304 REAL ESTATE LAW	3
Principles of real estate law and transactions. Contracts, mortgages, surveys, title, RESPA. Conveyances of real property from the standpoint of seller and purchaser. Landlord-tenant relations. Forms and documents utilized by paralegals in real estate law.	
LSPR 305 IMMIGRATION LAW	3
Basic overview of Immigration and Nationality Act, as well as historical and sociological perspective of United States Immigration. Practice and procedure of immigration law as it pertains to both administrative agency processing and consular processing. Visa applications, naturalization, citizenship, deportation, exclusion, asylum and refugee practice.	
LSPR 306 CONTRACT LAW FOR PARALEGALS	3
Theoretical foundations and practical applications of contract law in the common law tradition as modified by the Uniform Commercial Code. Drafting of contracts. Current developments in computer applications related to contract law. Paralegal Studies Program. Students may take LSPR 306 or BSLW 261 in the Paralegal Studies Program but not both courses.	

LSPR 308 NEGOTIATION, MEDIATION AND ARBITRATION 3

An in-depth study of complementary forms of dispute resolution as compared and contrasted with the traditional judicial system. Students study the theoretical background and receive training in mediation, negotiation and arbitration. Students may take LSLW 220 or LSPR 308, but not both courses. Students in the Paralegal Studies Program should take LSPR 308.

LSPR 310 FUNDAMENTALS OF PATENT, TRADEMARK AND COPYRIGHT LAW 3

Substantive principles of patent, trademark and copyright law including categories and standards of patentability, categories of trademarks and categories of copyrightable subject matter. Assignment and licensing of such proprietary rights. Litigation involving acts of infringement including related areas of anti-trust law and unfair competition.

LSPR 312 FOUNDATIONS OF LEGAL RESEARCH 3

Study of principles, methods and applications of legal research. The use of a law library, including case law, statutory law and other sources. The development of legal research skills in the preparation of work in the field of law. Familiarization with computer-assisted legal research.

Prerequisite : Not open to freshmen.

LSPR 316 SKILLS FOR BILINGUAL LEGAL PERSONNEL 3

Translating, interpreting and cultural fluency as applied to the legal field and in particular to the role of bilingual paralegals.

Prerequisite: Fluency in Spanish required.

LSPR 317 EVIDENCE 3

An examination of the basic principles and rules governing trial advocacy in federal and state (NJ) cases. Areas to be examined include: the hearsay rule and its exceptions, examination of witnesses (lay and expert), impeachment, privileges, real and demonstrative evidence, inference, judicial notice and presumptions.

LSPR 322 WILLS, TRUSTS AND PROBATE LAW 3

Basic concepts, practice, and procedure in wills, probate, and trusts. Includes will drafting, estate planning, probate procedures and estate administration. Forms and questionnaires utilized by paralegals in these areas.

LSPR 330 FAMILY LAW 3

Basic concepts of domestic relations law and family law practice. Includes ante-nuptial agreements, formal ties of marriage, separation agreements, and divorce. Familiarization with forms and procedures utilized by paralegals in domestic relations law.

LSPR 332 PERSONAL INJURY LAW 3

Legal concepts and terminology of personal injury law, both substantive and procedural. Negligence, medical malpractice, products liability. Drafting of pleadings and other documents utilized by paralegals in personal injury practice.

Prerequisites: LSPR 210 and 312.

LSPR 336 CORPORATIONS AND PARTNERSHIPS 3

Legal characteristics and tax aspects related to sole proprietorship, partnership, limited partnership and corporation. Formation, operation and dissolution of the corporate entity. Drafting of legal forms utilized by paralegals in these areas.

LSPR 339 COMPUTER APPLICATIONS IN THE LEGAL ENVIRONMENT 3

Applications of computer software in the legal environment. Legal applications of word processing, databases and spreadsheets. Legal software for document generation, document management, financial management, time billing, time and docket management, computer-assisted legal research and information management in the workflow process. *Prerequisites: LSPR 210 and 312. Undergraduates must complete the Computer Science General Education Requirement before taking this course.*

LSPR 362 LEGAL WRITING 3

Application of legal research, method and analysis to legal writing. Students are required to perform various kinds of legal writing assignments and to demonstrate ability to identify legal problems, analyze them based upon the related law and theory, and solve problems with resulting written work product.

Prerequisite: LSPR 312.

LSPR 411 ADVANCED PATENT, TRADEMARK AND COPYRIGHT LAW 3

Procedural principles of patent, trademark and copyright law including prosecution of patent and trademark applications in the United States Patent and Trademark Office, preparation and filing of trademark applications and preparation of applications to register claims to copyright in the United States Copyright Office. Litigation procedures for acts of infringement relating to such proprietary rights.

Prerequisite: LSPR 310.

LSPR 420 ADVANCED CIVIL LITIGATION 3

Refinement of substantive and procedural principles relating to all stages of a civil law suit from commencement of suit through judgment and appeal as applied in New Jersey. Theoretical foundations and practical applications in the state court system contrasted with the federal court system.

Prerequisite: LSPR 210 and 312.

LSPR 441 ADVANCED COMPUTER APPLICATIONS IN THE LEGAL ENVIRONMENT 3

Applications and operation of computer programs designed specifically to assist in the practice of law or the management of a law office and to provide students with a conceptual basis for evaluation, application and operation of other legal application programs which may become available to students. The course builds upon the background and knowledge acquired in the prerequisite *Computer Applications in the Legal Environment*.

Prerequisites: LSPR 312 and LSPR 339.

LSPR 450 LAW OFFICE MANAGEMENT AND TECHNOLOGY 3

Theoretical foundations and practical applications of law office management and technology. Hands-on and theoretical problems dealing with work product and workflow in the legal environment. Consideration of processes such as legal document management and assembly, case management, database management, human resource management, and technological interfaces with traditional processes.

LSPR 460 ADVANCED LEGAL RESEARCH AND WRITING 3

Refinement of principles and methods of legal research in working with statutes, case law and other legal sources. Application of legal research techniques to practical legal problems. Preparation of more complex legal research projects.

Prerequisites: LSPR 312 and LSPR 362.

LSPR 497 PARALEGAL SEMINAR AND INTERNSHIP 3

Field work experience of 90 hours in a private sector law office, corporation, bank, or public sector agency. Required classroom seminar supplements experiential component and includes discussion of field work experience, ethical considerations and career options.

Prerequisites: LSPR 210, and LSPR 312, and LSPR 362; one legal specialty course; departmental approval.

Prerequisites or Corequisites: 2 legal specialty selected from courses approved within the Paralegal Studies Program or from the approved departmental list.

LSPR 498 COOPERATIVE EDUCATION: 4 - 8
PARALEGAL STUDIES

Academic study integrated with supervised paid employment situation in the legal environment outside of the formal classroom setting. Part-time (20 hours per week) or full-time (40 hours per week). Required classroom seminar supplements experiential component and includes discussion of field work experience, ethical considerations and career options.

Prerequisites: LSPR 210; and 312; and 362; one legal specialty course; departmental approval.

Prerequisites or Corequisites: 2 legal specialty courses selected from courses approved within the Paralegal Studies Program or from the approved departmental list.

LSPR 499 SELECTED TOPICS IN PARALEGAL STUDIES 3

Exploration of a significant area of Paralegal Studies such as administrative law, bankruptcy, environmental law, as well as new and evolving legal areas. The specific topic will be announced each time the course is offered.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CERTIFICATE PROGRAM

Certificate Advisor: Dr. Longxing Wei

In 1988, the University reorganized its long-standing, successful credit and non-credit English as a second language (ESL) programs within the Center for Language Acquisition, Instruction and Research (CLAIR). The Institute, which is administered collaboratively by the Linguistics Department and the Center for Continuing Education, serves as a center for the teaching and learning of languages. CLAIR also provides a venue for the exploration of innovative language teaching formats as well as a site for training of language teachers. CLAIR offers an 18 credit program leading to a Montclair State university certificate in TESOL. This professional certificate program is designed to provide participants with a background in the principles of linguistics and language education along with an understanding of the classroom applications of these principles. These experiences culminate in an ESL teaching practicum in CLAIR or at another appropriate off-campus site. The entire program is designed to be completed in two semesters of full-time study. For more information about the program, please contact the Linguistics Department at (973) 655-4286.

ADMISSION REQUIREMENTS

Students interested in applying for the TESOL Certificate program should contact the Graduate School to request an application. Applicants must submit a graduate application and official transcripts from all colleges and universities attended. International students must also submit an official Test of English as a Foreign Language (TOEFL) score and have their foreign transcripts evaluated by World Education Services.

REQUIREMENTS FOR THE TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CERTIFICATE PROGRAM

Semester Hours

Required Courses (18 semester hours):

APLN	500	Language and Linguistics	3
APLN	520	Current Theories of Second language Acquisition	3
APLN	524	Advanced Structure of American English	3
APLN	525	Methodology of Teaching ESL	3
APLN	532	Language and Culture	3
APLN	529	TESL Practicum	3

Graduate course descriptions are listed with the Linguistics program. Please refer to the index for the page number.

TRANSLATION AND INTERPRETATION IN SPANISH CERTIFICATE PROGRAM

Certificate Advisor: Dr. Pamela Smorkaloff, Acting Director

The Translation and Interpretation in Spanish certificate, offered by the department of Spanish and Italian, provides basic preparation for entry-level translating and interpreting positions in government, telecommunications, the judiciary, the helping professions, business and the arts. Designed for students who have good speaking and writing skills in both English and Spanish, the four-course sequence focuses on the specific skills of translation and interpretation.

The certification examination is given in May when the sequence of courses has been completed. Candidates select the language direction in which they will take the examination - English into Spanish or Spanish into English. Successful candidates receive a certificate in translation in the language direction of their examination.

ADMISSION REQUIREMENTS

Students who have a bachelors degree from an accredited college may obtain an application from the Graduate School, (800) 331-9207. When completing the application, please follow the instructions for professional non-degree students. International students must also submit an official TOEFL score and have their foreign transcripts evaluated by World Education Services.

REQUIREMENTS FOR THE TRANSLATION AND INTERPRETATION IN SPANISH CERTIFICATE PROGRAM

Prerequisite SPAN 141 Fundamentals of Spanish Grammar or equivalent

			Semester Hours
Required Courses (12 semester hours):			
SPAN	350	Translating I	3
SPAN	351	Translating II	
SPAN	452	Translating III	3
SPAN	450	Introduction to Interpreting	3

SPANISH/ITALIAN

Course Descriptions

			Semester Hours
SPAN	350	TRANSLATING I	3
Introduction to the techniques of translating Spanish/English and English/Spanish. Students translate actual documents and texts from a wide variety of fields in order to gain experience in methods of analysis, research and verification.			
<i>Prerequisite: Special fee.</i>			

SPAN 351 TRANSLATING II

3

A continuation of Translating I. Materials chosen for translation reflect the career interests of the students in the class. Emphasis on professional ethics and the rudiments of translation theory.

Prerequisite: Special fee.

SPAN 452 TRANSLATING III

3

Under careful supervision, the student will prepare a translation project, usually consisting of the translation of a text of approximately 50 typewritten pages.

Prerequisite: SPAN 350. *Special fee.*

SPAN 450 INTRODUCTION TO INTERPRETING

3

This course is designed to teach the student the specialized techniques of oral interpreting and to prepare them for a career in the field. Visits to observe professional interpreters at work will be arranged..

Prerequisite: *Special fee.*

WATER RESOURCE MANAGEMENT CERTIFICATE PROGRAM

Certificate Advisor: Dr. Duke U. Ophori

The Water Resource Management certificate program, offered by the department of Earth and Environmental Studies, takes advantage of faculty expertise by assembling water-related courses into one coherent program. This certificate will provide an integrated sequence of courses covering drainage basin-scale cycling of water, water contamination, surface and groundwater modeling, and water-related policy and resource management issues.

The certificate program is designed primarily for people employed or seeking employment in a wide array of careers related to water management. These include private environmental engineering and consulting companies; public agencies involved in environmental assessment and regulation enforcement agencies on the federal, state and county levels; manufacturing, transportation, and service industry (both public and private); public and private utilities. The certificate program will provide people already employed in these industries the opportunity to gain new skills directly applicable to their employment.

The required courses are selected to provide students with training in four areas: general surface and ground water hydrology, ground water modeling, drainage basin management (decision-making and policy development) and water quality. The courses will be offered in a sequence that will allow completion of the certificate in one year, provided students enter with the prerequisites required for the certificate course.

ADMISSION REQUIREMENTS

Students must have completed a bachelor's degree that includes a year each of college chemistry, physics and calculus. At least one college course in geology is also desirable. Students must submit a graduate application and official transcript(s) from all colleges/universities attended. The certificate advisor, who will ascertain whether the student has sufficient background to succeed in the required coursework, must interview students who do not meet the prerequisite criteria. Students may apply to start the program in the fall or spring semester.

REQUIREMENTS FOR THE WATER RESOURCE MANAGEMENT CERTIFICATE PROGRAM

			Semester Hours
Required Courses:			
GEOS	452	Geohydrology	3
GEOS	454	Environmental Geochemistry	3
GEOS	509	Water Resource Management	3
GEOS	552	Groundwater Modeling	3

EARTH AND ENVIRONMENTAL STUDIES

Course Descriptions

Semester
Hours

GEOS 452 GEOHYDROLOGY

3

The study of ground-water with particular emphasis given to its mode of migration, chemistry and relation to the geographic environment. Particular attention is given to Darcy's law, soil porosity, soil permeability and the ability to withdraw water for human consumption. Water pollutants and salt water incursions are investigated. Spatial distributions are analyzed and the processes examined. Cross listed with Earth and Environmental Studies, ENVR 452.

Prerequisites: GEOS 112, or 252, or ENVR 252. Special fee.

GEOS 454 ENVIRONMENTAL GEOCHEMISTRY

3

Chemical principles and methods applied to the study of interactions among lithosphere, hydrosphere and atmosphere. Topics such as water pollution, waste disposal and human impact on global geochemical cycles will be discussed. Laboratory will stress the measurement of chemical properties related to water and soil quality as well as computer modeling of chemical transport in porous media.

Prerequisites: GEOS 112 and CHEM 121. Special fee.

Graduate course descriptions are listed with the Geoscience M.S. program. Please refer to the index for the page number.

OTHER PROGRAMS

AMERICAN DIETETIC ASSOCIATION (ADA) PROGRAMS

ADA-DIDACTIC PROGRAM IN DIETETICS (DPD)

Director: Dr. Doreen Liou

ADA Coordinator: Ms. Carol Sokolik

The ADA Certificate program is approved by the American Dietetic Association. It involves completion of an undergraduate curriculum known as the Didactic Program in Dietetics (DPD) which is offered within the Department of Human Ecology. Individuals with a Bachelor of Arts or Sciences in any field may complete the course work to achieve an American Dietetic Association (ADA) Verification Statement.

The Verification Statement is required for applying to ADA dietetic internships or supervised practice programs as well as active membership in the Association and some employment application. The internship/AP4 is the supervised practice requirement which is a prerequisite to taking the national registration exam the status of the Registered Dietician is achieved and the credentials RD may be used in practice.

ADA APPROVED PREPROFESSIONAL PRACTICE PROGRAM (AP4)

For AP4 (internship) application and program information, please call Life Skills Center (973) 655-4172 or AP4 Office at (973) 655-4375. This supervised practice program is highly competitive and open only to those who have successfully completed the ADA didactic program.

CONTINUING EDUCATION

Director: Ms. Frances Markunas

The Center for Professional and Continuing Education, under the auspices of the School of Graduate, Professional, and Continuing Education, serves the immediate and long range education and training needs of business and industry, community organizations, governmental agencies, Montclair State University staff and faculty, and individual learners. The Center is a revenue-generating unit of the institution providing quality non-credit and credit educational programs and public service activities available both on and off campus. Examples of services include the English as a second language program, which is offered to both full- and part-time students and can be tailored to the needs of corporate clients, professional certification in areas like Allied Health offer cost-effective

and convenient career training, professional development programs cover a variety of topics, including real estate, computer software applications, and continuing professional education for security and law enforcement providers. In addition, in conjunction with the Global Education Center, Professional and Continuing Education offers summer institutes for international visitors. The Center's offices are located at 860 Valley Road and 10 Normal Avenue. The main telephone number is: (973) 655-4353.

SPECIAL EDUCATION

The following academic courses of study at Montclair State prepare graduate students to work with individuals who are experiencing difficulty with communication, learning, or life adjustment:

- Early Childhood Special Education Concentration, (Master's Degree);
- Learning Disabilities Concentration, (Master's Degree);
- Learning Disabilities Teacher-Consultant, (Educational Services Certificate);
- Music Therapy Concentration, (M.A., Music);
- Reading Specialist, (Educational Services Certificate);
- School Psychologist (Educational Services Certificate);
- Speech-Language Pathology Concentration, (M.A., Communication Sciences and Disorders);
- Speech Language Specialist (Educational Services Certificate, must have M.A. in Speech Language Pathology);
- Teacher of the Handicapped (Instructional Certificate).

Consult the index to locate details about individual programs.

Students enrolled in some of these courses of study may receive part of their training on campus at the Psychoeducational Center. The Center operates an assessment component, Communication Disorders Center, the Demonstration Program, Parent/Infant Program, and Music Therapy Clinic on campus.

TEACHER EDUCATION CERTIFICATION PROGRAMS

Dean: Ada Beth Cutler, Ed.D.

Director, Center of Pedagogy: Cynthia S. Onore, Ph.D.

Certification Officer: Cynthia S. Onore, Ph.D.

Director, Teacher Education Admissions: Anne Baldinger, M.S.Ed.

A student with a baccalaureate degree may pursue a New Jersey teaching certificate and a fully certified teacher may obtain additional teaching field endorsements or advanced certification by attending Montclair State University.

Montclair State's Teacher Education Program has a number of distinctive features. The Center of Pedagogy oversees teacher education functions including a network of partner schools which provide real world settings for students to complete their field experiences with a programmatic emphasis on teaching for critical thinking. The Program was awarded the *Christa McAuliffe Showcase for Excellence* award by the American Association of State Colleges and Universities for its collaboration with public schools. It is a member of Dr. John Goodlad's National Network for Educational Renewal and the National Education Association's National Center for Innovation. The commitment of the faculty in the Teacher Education Program is to the enculturation of students into a political and social democracy, the moral dimensions of teaching, as well as competence and knowledge both in pedagogy and the content to be taught.

General questions about certification programs at Montclair State should be directed to Mrs. Anne Baldinger, Director, Teacher Education Admission, (973) 655-4139.

Requirements for certification are subject to change by New Jersey Department of Education regulation and university policy. Students should consult with their advisors on a regular basis.

For information regarding the Ed.D. in Pedagogy, see Doctoral Program.

Initial Instructional Certificates

At Montclair State University, those who hold a bachelor's or master's degree and who wish to gain their first teaching certificate are offered two graduate programs:

A. *Post-Baccalaureate Teacher Certification Program* - In this program, students who have strong academic preparation in the subject they wish to teach are required to complete approximately 30 semester hours of professional education courses and field work including student teaching. After filing an application to the Program, candidates' academic backgrounds are assessed by faculty; additional course work in the subject they wish to teach may be required. These courses may be taken concurrently with the course work in professional education, but must be completed prior to student teaching.

B. *Master of Arts in Teaching (M.A.T.) Program* - Students who wish to obtain a master's degree and teacher certification simultaneously may consider this program, which requires additional graduate level courses. By carefully planning their schedules, students in the M.A.T. program may be able to obtain certification before the completion of the master's degree. Course requirements and admission requirements for the M.A.T. program are outlined in this catalog under the Department of Curriculum and Teaching.

Please note that all candidates who wish to become general elementary school teachers through either the Post Baccalaureate Teacher Certification Program, or the M.A.T. (K-8) program, must be prepared to take up to 24 semester hours of family and child study course work, in addition to the 30-47 semester hours usually required in those programs. A program to prepare early childhood educators is also available, leading to preschool-Grade 3 (P-3) certification.

Similarly, those who wish to prepare for special education (teacher of the handicapped certification) are required to take up to 15 semester hours of course work in addition to the 30-47 semester hours listed above. The program for special education focuses on children with mild to moderate learning disabilities. Candidates for the TESL program (Teacher of English as a Second Language) must also satisfy the requirements for a linguistics major which may add 36 semester hours to their programs.

Upon successful completion of the Post Baccalaureate Teacher Certification Program or the M.A.T. program, students are recommended to the New Jersey Department of Education for a teaching certificate. Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed certification programs (except the teacher of the handicapped program) must successfully complete an induction program of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey instructional certificate. Persons recommended by the University for certification and who have passed the appropriate Praxis II: Subject Assessment Test, will receive a "Certificate of Eligibility With Advanced Standing" which authorizes the holder to seek and accept offers of employment in New Jersey schools. The certificate is valid for the lifetime of its holder. Students interested in teaching outside of New Jersey should seek information from the appropriate state authorities.

As reported under Title II of the Higher Education Act, 97% of students who completed Montclair State University's programs for initial teacher certification in AY 1999-2000 passed the praxis test. A summary of the Title II report can be found at the end of this section.

Additional and Advanced Certificates

Students already holding teaching certificates may apply to the University to take coursework leading to additional endorsements or advanced certificates. They are not eligible for the Master of Arts in Teaching (M.A.T.) program. However, other education-related master's programs are available and are described elsewhere in this catalog.

POST BACCALAUREATE TEACHER CERTIFICATION PROGRAM

Coordinator: Ms. Anne Baldinger, Chapin Hall 103

Program Goals and Admissions Criteria

In selecting students for the Post Baccalaureate Teacher Certification Program, Montclair State University uses criteria which are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our Program to possess. The *Portrait of a Teacher* outlined below is a model toward which students in the Program strive. In making decisions on acceptance to the Program, faculty consider such criteria as GPA, knowledge of content of major area of study, commitment to teaching and its varied responsibilities and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will achieve the goals inherent in the *Portrait of a Teacher*.

Portrait of a Teacher

The Montclair State University community is committed to the continuing development of teachers who exemplify the character, dispositions and habits of mind reflected in this portrait. They:

- a. continue to inquire into the nature of teaching and learning and reflect upon their own learning and professional practice.
- b. believe in the educability of all children and seek to ensure equal learning opportunities for every student.
- c. possess the literacy, critical thinking and technology abilities associated with the concept of an educated person and are committed to lifelong learning. They speak and write English fluently and communicate clearly.
- d. have content knowledge which includes a strong sense of the concepts, purposes and intellectual processes associated with the discipline they will teach.
- e. understand the effects of human development on the learning of children, adolescents and adults and are committed to providing a nurturing and caring environment for all students.
- f. possess the skills and dispositions necessary to establish a classroom environment that stimulates critical thinking and inquiry.
- g. understand principles of democracy and plan instruction to promote critical reflection on the ideals, values and practices of democratic citizenship.
- h. understand and are committed to the moral, ethical and enculturating responsibilities of those who work in the school.
- i. model respect for individual differences and an appreciation of the basic worth of each individual. They plan instruction and assessment with sensitivity to issues of class, gender, race, ethnicity, sexual orientation, age and special needs, and work to foster an appreciation of diversity among students and co-workers.
- j. are committed to their role as a stewards of renewal and best practice in the schools and they possess the interpersonal skills and dispositions to work cooperatively and collaboratively with colleagues.
- k. are willing to explore a career in a variety of settings-urban, suburban and rural.

Criteria for Retention in Program

Students who are accepted to the Program are evaluated periodically. Please review the *Teacher Education Handbook* to determine criteria used to determine eligibility for student teaching and the University's recommendation for certification. By New Jersey Department of Education regulation, teacher education students in most majors must pass the PRAXIS II: Subject Assessment Test. Consult the bulletin board outside Chapin 103 to determine which test you must take.

Admission Procedures

Admission to the Post Baccalaureate Teacher Certification Program at Montclair State University is a two-step process. Candidates must file an Application for Graduate/Post-Baccalaureate Admission including all supporting materials, by **February 15** to be considered for Summer/Fall admission or by **September 15** for Spring admission. Applications are available in the Graduate School, room 203, College Hall. After the deadline, a preliminary review of the student's credentials is conducted to ascertain that the undergraduate cumulative grade point average, and the average in the teaching field, are at least 2.50. (In some departments the required average in the teaching field may be higher.) Students are then notified by mail about the second step in the admissions process, which may include interviews (by faculty advisors and/or admission committee), writing samples, and portfolio review/audition.

All students should note that admission to the University to take courses does not guarantee admission to the Post Baccalaureate Teacher Certification Program, and that any courses taken prior to admission to the Program are taken at the student's own risk. Students admitted to the Program receive official work programs of studies with their letters of acceptance, which outline the courses they are required to take to complete the Program.

Course Requirements (Initial Instructional Certificates)

A. Prerequisites:

It is expected that students in the Program will be able to demonstrate proficiency in the use of the English language. In addition, their academic backgrounds should include at least 60 semester hours of general education, distributed among the arts, humanities, mathematics, science, technology and the social sciences. Those students who have not had a course in human biology or health must successfully complete an examination in physiology and hygiene.

**Semester
Hours**

B. Social Behavioral Science Component

PSYC 101	General Psychology I: Growth and Development	3
PSYC 200	Educational Psychology	
OR		
PSYC 560	Advanced Educational Psychology	3
	Human and Intercultural Relations Elective	3

- C. Professional Education Component
- | | |
|--|------------|
| CURR 599 Curricular and Social Dynamics of Schooling | 3 |
| EDFD 520 Development of Educational Thought..... | 3 |
| A course in teaching reading | 3 |
| CURR 5__ Educational Elective | 3 |
| A course in teaching for critical thinking | 3 |
| Major Departmental Methods Course(s) | 2 - 4 min. |
| CURR 500 Fieldwork in Education | 2 |
- ("Field Experiences Application" must be filed with the Center of Pedagogy before enrolling in this course. Deadlines apply.)

- D. Teaching Field Requirements
- Course requirements in teaching field (major) to be determined by departmental advisor.

- E. Professional Semester
- Note: To be eligible for professional (student teaching) semester, students must pass pre-student teaching retention review by the Teacher Education Program. All teaching field and professional education courses must be successfully completed with a 2.75 GPA (minimum) overall, in teaching field, and in professional education courses. (Some departments require a higher GPA in the teaching field. Consult department advisor.) See Teacher Education Handbook for additional retention criteria. In addition, a timely "Field Experiences Application" must have been filed with the Center of Pedagogy. Deadlines apply.

CURR 511 Supervised Student Teaching	
OR	
CURR 514-5 In-Service Supervised Graduate Student Teaching I, II	8
CURR 502 Seminar in Professional Education	1
CURR 528 Teaching for Learning	3
Departmental (major) Seminar (if required)	1

Course work is available in the following certification areas:

INSTRUCTIONAL CERTIFICATES:

Art
 Biological Science
 Business Education
 Early Childhood Education (P-3)
 Elementary/Early Childhood Education (K-8)
 Earth Science
 English
 French
 Health Education
 Home Economics Education
 Industrial Arts
 Italian
 Latin

Mathematics
Music
Physical Education
Physical Science
Psychology
Reading (only available as additional certification)
Social Studies
Spanish
Teacher of English as a Second Language
Teacher of the Handicapped
Vocational Technical Education

ADMINISTRATIVE CERTIFICATES:

Principal
School Business Administrator
Supervisor

EDUCATIONAL SERVICES CERTIFICATES:

Associate Educational Media Specialist
Coordinator: Cooperative Industrial Education
Educational Media Specialist
Learning Disabilities Teacher-Consultant
Reading Specialist
School Psychologist
School Social Worker
Speech Language Specialist*
Student Personnel Services
Substance Awareness Coordinator
Teacher Coordinator, Cooperative Vocational/Technical Program

** Available only to students in MA program leading to Speech Language Specialist certification*

EDUCATIONAL PLACEMENT

The Center of Pedagogy offers an educational placement service for students completing a certification program. Students may register for this service; further information can be obtained from the Center, (973) 655-4262.

Preliminary Title II Report Summary

As reported to the NJ Department of Education under Title II of the Higher Education Act as the "summary pass rate", **97%** of students who completed Montclair State University's programs for initial teacher certification in AY 1999-2000 passed the PRAXIS test required for licensure by the state of New Jersey. For comparison, the statewide summary pass rate is 92%.

An aggregate pass rate of 97% was calculated for the academic content areas (math, English, biology etc.) while the aggregate pass rate for other academic areas (i.e. home economics, speech communication, technology education) was 100%. The statewide aggregate pass rate is 92%.

The percentages of students who passed the individual ("single") PRAXIS assessments are as follows (the statewide pass rate for each is in parentheses):

art:	100	(100)
business education:	100	(92)
English language, literature & composition:	92	(97)
general knowledge:	95	(90)
mathematics:	100	(93)
physical education:	98	(98)
social studies:	100	(92)

As required under Title II, pass rates were reported only for assessments with more than 10 test-takers. Students completing programs who took assessments with less than ten test-takers passed at the following rates (the statewide pass rate, if available, is in parentheses):

French:	100	
Spanish:	100	(98)
music:	100	(99)
biology:	100	(84)
chemistry:	100	(100)
physics:	100	(100)
general science I:	100	(98)
general science II:	100	(100)
technology education:	100	(96)
home economics education:	100	
speech communication:	100	

The following information about the teacher preparation program at Montclair State University in AY 1999-2000 was also reported under Title II:

Total number of students enrolled in teacher preparation programs:	1003
Average number of students enrolled in student teaching experiences:	156
Average number of full-time faculty appointed in professional education who supervised student teachers:	17
Average number of faculty appointed part-time in professional education and full-time in the institution who supervised student teachers:	21
Average number of faculty appointed part-time in professional education, not otherwise employed by the institution, who supervised student teachers:	70
Total average number of supervising faculty:	108
Student/faculty ratio:	1.4 : 1.

The average number of hours per week in student teaching was 35 hours. The total number of weeks required is 15, for a total of 525 hours of student teaching. The program is approved by the NJ Department of Education.

The full Title II report may be obtained from the Center of Pedagogy.

APPENDIX OF ALPHA COURSE CODES

This appendix identifies each school and department/special program at Montclair State University, the academic subject areas and the alpha codes used as a prefix to each course number. This enables the student to locate the course, its description and prerequisites.

College of Education and Human Services

Center of Pedagogy

Pedagogy	EDCO
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Counseling, Human Development and Educational Leadership

Counseling, Human Services and Guidance	COUN
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Educational Administration	ELAD
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Curriculum and Teaching

Curriculum and Teaching	CURR
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Early Childhood and Elementary Education	ECEL
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Industrial Studies/Education	INED
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Industrial Studies/Career Education	ISCE
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Special Education	SPED
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Technology	TECH
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Educational Foundations

Educational Foundations	EDFD
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Educational Research	ELRS
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Health Professions, Physical Education, Recreation and Leisure Studies

Health Professions	HLTH
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Physical Education/Major	PEMJ
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Human Ecology

Human Ecology	HECO
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Human Ecology/Education	HEED
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Human Ecology/Family	HEFM
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Human Ecology/Nutrition	HENU
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Reading and Educational Media

Educational Media	MEDI
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Reading	READ
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College of Humanities and Social Sciences

Anthropology

Anthropology	ANTH
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Anthropology/Practical	PRAN
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Classics and General Humanities

Classics/Latin	LATN
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General Humanities	GNHU
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Communication Sciences and Disorders

Communication Sciences and Disorders	CS&D
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English

English	ENGL
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English/Literature	ENLT
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English/Writing	ENWR
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French, German, and Russian

French FREN

History

History HIST

Legal Studies

Legal Studies/Law LSLW

Legal Studies/Paralegal LSPR

Linguistics

Applied Linguistics APLN

Psychology

Psychology PSYC

Sociology

Sociology SOCI

Spanish/Italian

Spanish SPAN

College of Science and Mathematics

Biology and Molecular Biology

Biology BIOL

Chemistry and Biochemistry

Chemistry CHEM

Computer Science

Computer Science CMPT

Earth and Environmental Studies

Environmental Studies ENVR

Geoscience GEOS

Marine Sciences PHMS

Urban & Geographic Studies EUGS

Environmental Education—New Jersey School of Conservation

Conservation/Field Studies CNFS

Mathematical Sciences

Mathematics MATH

Statistics STAT

School of the Arts

Broadcasting

Broadcasting BDCS

Fine Arts

Art/Ceramics ARCE

Art/Drawing ARDW

Art/Education AREC

Art/Fibers ARFI

Art/Film Making ARFM

Art/Graphic Design ARGD

Art/General Studies ARGS

Art/History ARHS

Art/Metalwork and Jewelry ARMJ

Art/Painting	ARPA
Art/Papermaking	ARPG
Art/Photography	ARPH
Art/Printmaking	ARPM
Art/Sculpture	ARSC
Art/Studio	ARST
Art/Therapy	ARTH
<i>Music</i>	
Music/Applied	MUAP
Music/Education	MUED
Music/History	MUHS
Music/Performance	MUPR
Music/Technology	MUTC
Music/Theory/Composition	MUCP
Music/Therapy	MUTH
<i>Speech Communication</i>	
Speech Communication	SPCM
<i>Theatre and Dance</i>	
Theatre	THTR
School of Business	
<i>Accounting, Law and Taxation</i>	
Accounting	ACCT
Business Law	BSLW
<i>Economics and Finance</i>	
Economics	ECON
Finance	FINC
<i>Information and Decision Sciences</i>	
Information and Decision Sciences	INFO
<i>Management</i>	
Management	MGMT
<i>Marketing</i>	
International Business	INBS
Marketing	MKTG
Special Programs	
Institute for the Advancement of Philosophy for Children	
Philosophy for Children	PHLC

DIRECTORY

GRADUATE ADVISORS

Doctor of Education

Pedagogy: *Dr. Cynthia Onore*
 Mathematics Education: *Dr. Kenneth Wolff*
 Philosophy for Children: *Dr. Ann Margaret Sharp*

Master of Arts

Administration and Supervision: *Dr. David Weischadle*
 Anthropology, Combined Bachelor and Master of Arts
 in Practical Anthropology: *Dr. Kenneth Brook*
 Applied Linguistics: *Dr. Milton Seegmiller*
 Applied Sociology: *Dr. Janet Ruane*
 Business Education: *Dr. Rosemarie McCauley*
 Communication Sciences and Disorders
 *Speech-Language Pathology: *Dr. Emma Cortese*
 Counseling, Human Services and Guidance: *Dr. Arlene King*
 Educational Psychology: *Dr. Paul Locher*
 English: *Dr. Art Simon*
 Environmental Studies:

*Environmental Education: *Dr. Nicholas J. Smith-Sebasto*

*Environmental Health: *Dr. Harbans Singh*
 *Environmental Management: *Dr. Harbans Singh*
 *Environmental Science: *Dr. Harbans Singh*

Fine Arts: *Dr. Dorothy Heard*
 French: *Dr. Elizabeth Emery*
 Health Education: *Dr. Reza Shahrokh*
 Human Ecology: *Dr. Shahla Wunderlich*
 Legal Studies: *Dr. Jack Baldwin-LeClair*
 Music:

*Music Education: *Dr. Lisa DeLorenzo*
 *Music Therapy: *Dr. Karen Goodman*
 *Performance: *Dr. Donald Mintz*
 *Theory Composition: *Dr. Donald Mintz*

Physical Education: *Dr. Michele Fisher*
 Psychology: *Dr. Paul Locher*
 Reading: *Dr. Joy Stone*

Social Sciences:

*Anthropology: *Dr. Richard W. Franke*
 *Economics: *Dr. Harold Flint*
 *History: *Dr. Robert Cray*

Spanish: *Dr. Vincenzo Bollettino*

Speech and Theatre:

*Communication Arts: *Dr. Michael Kent*
 *Theatre: *Dr. Jane Peterson*

Technology Education: *Dr. Vincent Walencik*

Master of Arts in Teaching

Teaching: *Ms. Anne Baldinger, Director Teacher Admissions*

Master of Business Administration

Business Administration: *Dr. Eileen Kaplan, MBA Director*

Master's Degree Programs

*Early Childhood Special Education: *Dr. Lucille Weistuch*
 *Learning Disabilities: *Dr. Elaine Fine*

Master of Education

Education (Curriculum and Teaching): *Dr. Catherine Becker*
 Education (Educational Foundations)
 *Critical Thinking: *Dr. Mark Weinstein*
 *Philosophy for Children: *Dr. Ann Margaret Sharp*

Office

Telephone

Chapin Hall 005	(973) 655-4262
Richardson Hall 271	5132
14 Normal Avenue	4277
Chapin Hall 401	7335
Dickson Hall 406	4119
Dickson Hall 126	4286
Dickson Hall 316	5263
Partridge Hall 346	7039
Speech Building 110	4232
Chapin Hall 317	5175
Dickson Hall 229	7381
Dickson Hall 359	7942
1 Wapalanne Road	7614
Branchville, NJ 07828	
Mallory Hall 350A	7383
Mallory Hall 350A	7383
Mallory Hall 350A	7383
Calcia Fine Arts Building 119	7295
Dickson Hall 136	4452
College Hall 305C	7115
Mallory Hall 152M	4373
Dickson Hall 331	7953
McEachern Hall 50	7220
McEachern Hall 09	5268
McEachern Hall 7	7263
McEachern Hall 7	7263
Panzer Gymnasium 1521	7120
Dickson Hall 229	7381
Chapin Hall 310	5183
Dickson Hall 409	4119
Partridge Hall 410	7403
Dickson Hall 417	5256
Dickson Hall 372	7510
Life Hall 225B	7471
Life Hall 229C	4109
Finley Hall 218	5174

Chapin Hall 103 4139

Partridge Hall 454 4306

Speech Building 102 4232

Speech Building 106 4232

Chapin Hall 215 (973) 655-7201

Chapin Hall 206 7140

14 Normal Avenue 4277

Master of Fine Arts

Studio Art: *Prof. John Czerkowicz*

Calcia Hall 113

7295

Master of Science

Biology: *Dr. Dirk Vanderklein*

*Biology Science Education: *Dr. Sandra Adams*

Chemistry: *Dr. Mark Whitener*

Computer Science: *Dr. James Benham*

Geoscience: *Dr. Duke U. Ophori*

Mathematics: *Dr. William Parzynski*

Statistics: *Dr. William Parzynski*

*Area of Concentration

Science Hall 116

Science Hall 107A

Richardson Hall 345

Richardson Hall 318

Mallory Hall 354

Richardson Hall 205

Richardson Hall 205

5265

4397

7166

7249

7558

7257

7257

TEACHER CERTIFICATION ADVISORS

Administration and Supervision: *Dr. David Weischadle*

Educator Trainer: *Dr. David Weischadle*

Business Education: *Dr. Rosemarie McCauley*

Biology: *Dr. Sandra Adams*

Counseling/Ed. Leadership: *Dr. Arlene King*

Early Childhood/Elementary Education (K-8):

Dr. Joan Bernstein

Early Childhood Education (P-3): *Dr. Joanne Cote-Bonanno*

Earth Sciences: *Dr. Jonathan Lincoln*

Educational Media Specialist: *Dr. Dierdre Glenn Paul*

English: *Dr. Sara Jonsberg*

Fine Arts: *Dr. Dorothy Heard*

French: *Dr. Elizabeth Emery*

Health Professions: *Dr. Reza Shahrokh*

Home Economics Education: *Dr. Joan Bernstein*

Industrial Arts/Technology Education: *Dr. Vincent Walencik*

Italian: *Dr. Vincenzo Bollettino*

Latin: *Dr. Timothy Renner*

Linguistics/TESL: *Dr. Longxing Wei*

Mathematics: *Dr. William Parzynski*

Media Specialist: *Dr. Dierdre Glenn Paul*

Music: *Dr. Lisa DeLorenzo*

Music Therapy: *Prof. Karen Goodman*

Physical Education: *Prof. Timothy Sullivan*

Physical Science: *(To be appointed)*

Reading: *Dr. Maria Schantz*

Reading Specialist: *Dr. Maria Schantz*

School Business Administration: *Dr. David Weischadle*

School Psychologist: *Dr. Ofelia Rodriguez-Srednicki*

School Social Worker: *Dr. Arlene King*

School Supervisor: *Dr. David Weischadle*

Social Studies/History: *Dr. Joseph Moore*

Spanish: *Dr. John Zahner*

Speech Language Specialist: *Dr. Emma Cortese*

Student Personnel Services: *Dr. Arlene King*

Substance Awareness Coordinator: *(To be appointed)*

Teacher of the Handicapped/LDT-C: *Dr. Elaine Fine*

Teaching English as a Second Language (TESL):

Dr. Longxing Wei

Voc/Tech/CIE: *Dr. Vincent Walencik*

Office

Chapin Hall 401

Chapin Hall 401

Partridge 346

Science Hall 107A

Chapin Hall 317

Mallory Hall 116A

Finley Hall 216

Mallory Hall 350C

Chapin Hall 211A

Dickson Hall 465

Calcia Hall 119

Dickson Hall 136

College Hall 305C

Mallory Hall 116A

Finley Hall 218

Dickson Hall 372

Dickson Hall 102

Dickson Hall 118

Richardson Hall 205

Chapin Hall 211A

McEachern Hall 5

McEachern Hall 09

Panzer Gymnasium 1516

Richardson Hall 243

College Hall 103

College Hall 103

Chapin Hall 305A

Dickson Hall 241

Chapin Hall 317

Chapin Hall 305A

Dickson Hall 425

Dickson Hall 302

Speech Building 110

Chapin Hall 317

Chapin Hall 407

Speech Building 106

Dickson Hall 118

Finley Hall 218

7335

7335

4269

4397

5175

4172

4172

7273

7183

7326

7295

4452

7115

4172

5174

7510

5135

7501

7257

7183

7212

7212

5253

7264

4247

4247

7335

7925

5175

7335

4124

7506

4232

5175

6996

4255

4286

5174

CERTIFICATE ADVISORS

ADA(American Dietetics Association): *Ms. Carol Sokolik*

Child Advocacy: *Dr. Robert McCormick*

Cisco: *Dr. Dorothy Deremer*

Collaborative Teaching for

Inclusive Settings: *Dr. Lucille Weistuch*

Finley 102

Dickson Hall 150

Richardson Hall 304

Speech Building 102

4375

4188

4166

7360

Health Education: <i>Dr. Reza Shahrokh</i>	College Hall 305C	7115
Molecular Biology: <i>Dr. Quinn Vega</i>	Science Hall 111	7178
Object Oriented Computing: <i>Dr. Dorothy Deremer</i>	Richardson Hall 304	4166
Paralegal Studies: <i>Dr. Regina Judge</i>	Dickson Hall 329	7390
Teaching English to Speakers of Other Languages (TESOL): <i>Dr. Longxing Wei</i>	Dickson Hall 118	7501
Translation and Interpretation in Spanish: <i>Dr. Pamela Smorkaloff</i>	Dickson Hall 363	4285
Water Resource Managment: <i>Dr. Duke U. Ophori</i>	Mallory Hall 354	4448

CHAIRPERSONS/DIRECTORS

Academically Gifted and Talented: *Dr. Richard O. Taubald*

Agenda for Education in a Democracy: *Dr. Tina Jacobowitz*
 Anthropology: *Dr. Kenneth Brook*
 Biology and Molecular Biology: *Dr. Bonnie K. Lustigman*
 Broadcasting: *Dr. Lawrence Londino*
 Business Administration, MBA Director: *Dr. Eileen Kaplan*,
 Accounting, Law and Taxation: *Prof. Frank Aquilino*
 Economics and Finance: *Dr. Serpil Leveen*
 Information and Decision Sciences: *Dr. Richard Peterson*
 Management: *Dr. Byung Min*
 Marketing: *Dr. John McGinnis*
 Business Education: *Dr. Richard Peterson*
 Center of Pedagogy: *Dr. Cynthia Onore*
 Chemistry and Biochemistry: *Dr. Jack Isidor*
 Classics and General Humanities: *Dr. Timothy T. Renner*
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Directions to campus

Montclair State University is on Valley Road and Normal Avenue, Upper Montclair, N.J. one mile south of the junction of Routes 3 and 46.

By Car From:

Bloomfield Avenue, Montclair: North on Valley Road, 3.3 miles to Normal Avenue light, turn left.

Route 46 (East and West): Valley Road, Montclair exit (at Route 3 junction), south for approximately one mile to Normal Avenue light, turn right.

Route 3: Valley Road, Montclair exit (at Route 46 junction), south for approximately one mile to Normal Avenue light, turn right.

Garden State Parkway North: Exit 153B (left lane) to Route 3 West to Valley Road, Montclair exit, south one mile to Normal Avenue light, turn right.

Garden State Parkway South: Exit 154 to Route 46 West, to Valley Road, Montclair exit, south one mile to Normal Avenue light, turn right.

New Jersey Turnpike: Exit 16W to Route 3 West, Valley Road, Montclair exit, south one mile to Normal Avenue light, turn right. Motorists traveling on the Turnpike south of Exit 11 may exit there to Garden State Parkway North.

Lincoln Tunnel: Follow to Route 3 West.

George Washington Bridge: Route 80 West to Garden State Parkway South.

By Public Transportation* From:

New York City (by train): Take PATH Service to Hoboken, transfer to NJ Transit Boonton Line, and get off at Montclair Heights Station at southwest corner of campus. *(Service available only on weekdays in the afternoon and evening.)*

New York City (by bus): DeCamp Bus No. 66 leaves from the Port Authority Bus Terminal; get off at Mt. Hebron and Valley Roads, turn right (north) on Valley Road, and walk one block to the Normal Avenue traffic light, then turn left to campus entrance.

Newark: NJ Transit Bus No. 28 originates at Macy's, Washington and Hill Streets, and terminates its run on campus.

Paterson: NJ Transit Bus No. 72 originates at Broadway Terminal, Paterson, and goes to Broad Street, Bloomfield. Change to No. 28 at Bloomfield Center.

The Oranges: Take One Bus Co. No. 44 to Main and Day Streets in Orange. Connect to NJ Transit Bus No. 92 to Glenwood and Bloomfield Avenues. Change to NJ Transit Bus No. 28.

Passaic: NJ Transit Bus No. 705 originates at Main Street and Passaic Avenue in Passaic and travels through Clifton to Montclair State University.

Wayne: NJ Transit Bus No. 704 originates at Willowbrook Mall and travels to Montclair State University.

* Schedules subject to change without notice. Information available from New Jersey Transit, 800-772-2222.



PARKING

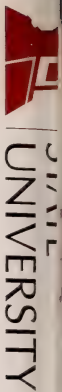
- 100 Faculty & Staff
- 99 Visitor
- 98 Faculty & Staff
- 97 Delivery & Visitor (Internal)
- 96 Faculty & Staff
- 95 Visitor
- 94 Faculty & Staff
- 93 Student

BUILDINGS

- 100 Undergraduate Admissions
- 99 Alumni Green
- 98 Alumni House
- 97 Architectural & Engineering Services
- 96 Bohn Hall
- 95 Blanton Hall
- 94 Bond House
- 93 Broadcasting
- 92 Calcia Hall
- 91 Cogeneration Plant
- 90 Chapin Hall
- 89 Clove Road Apartments
- 88 Center for Continuing Education
- 87 College Hall
- 86 Dickson Hall
- 85 Drop-in Center
- 84 Field House
- 83 Finley Hall

SPORTS & RECREATION

- 100 Freeman Hall
- 99 Gilbreth House
- 98 Global Education Center
- 97 IAPC
- 96 Sprague Library
- 95 Life Hall
- 94 Maintenance
- 93 McEachern Hall
- 92 Memorial Auditorium
- 91 Panzer Gymnasium
- 90 Richardson Hall
- 89 Russ Hall & Admissions
- 88 Psychosocial Center
- 87 President's House
- 86 Newman House
- 85 Stone Hall/Child Care Center
- 84 Speech Center
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- 82 Safety & Security
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- 92 Newman House
- 93 Partidge Hall
- 94 President's House
- 95 Psychosocial Center
- 96 Panzer Gymnasium
- 97 Richardson Hall
- 98 Russ Hall & Admissions
- 99 Psychosocial Center
- 100 President's House



Graduate School

1 Normal Avenue

Upper Montclair, NJ 07043

Montclair State University
PAID
Montclair, NJ
Permit No. 102

THE GRADUATE SCHOOL

2003-2005
Graduate Catalog



**MONTCLAIR
STATE
UNIVERSITY**

The state of learning in New Jersey.

Location:

247-acre campus, at the intersection of Valley Road and Normal Avenue, Upper Montclair, New Jersey (Essex County), one mile south of intersection of Valley Road and Route 46. Main entrance on Normal Avenue.

Degrees Offered:

Doctor of Education, Doctor of Environmental Management, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Education, Master of Fine Arts, Master of Science, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science.

Facilities:

Twenty academic buildings, five administrative buildings, the Student Center, Sprague Library, Panzer Gymnasium with pool and fitness center, a child care center, recreation fields, various service buildings including an 1100-space parking deck, the Red Hawk Diner, Yogi Berra Museum and Learning Center, Yogi Berra Stadium and Floyd Hall Ice Arena, and housing for over 3,100 students in eight residence life facilities, including 212 apartments in a residential village setting scheduled to open for the 2003-2004 academic year. Construction has commenced on the 500-seat Alexander Kasser Theater scheduled to open in 2004.

Web Address Montclair State University: www.montclair.edu

Web Address The Graduate School: www.montclair.edu/graduate

E-Mail Addresses/Telephone Numbers:

Montclair State University Main Numbers (973) 655-4000
(800) 624-7780
Graduate School Office graduate.school@montclair.edu (973) 655-5147
(800) 331-9207
Financial Aid financialaid@montclair.edu (973) 655-4461
Registrar registrar@montclair.edu (973) 655-4376
Student Accounts bursar@montclair.edu (973) 655-4105
For telephone numbers of Graduate Advisors, Certificate Advisors, Teacher Certification Advisors, and Chairpersons/Directors, see Directory in the back of this catalog.

Tuition and Fees*: (per semester hour of credit)

Graduate Students: New Jersey Resident \$320.27
Graduate Students: Non-Resident of New Jersey \$441.53
MBA Students: New Jersey Residents \$353.83
MBA Students: Non-Resident of New Jersey \$461.87
MFA Students: New Jersey Residents \$353.54
MFA Students: Non-Resident of New Jersey \$483.68
Doctoral Students: New Jersey Resident..... \$366.85
Doctoral Students: Non-Resident of New Jersey \$479.99
There is a \$25.00 Recreation Fee per registration (flat fee).

** Tuition and fees listed above are for the 2002-2003 academic year and subject to change without prior notice by action of the Montclair State University Board of Trustees.*

Montclair State University is an Equal Opportunity/Affirmative Action Institution. In compliance with relevant federal and state civil rights legislation, the University does not discriminate on the basis of gender, race, color, religion, national origin, age, sexual orientation, or physical disabilities not interfering with academic performance in the operation of its educational program or activities: admission, access to programs and course offerings, competitive and intramural athletics, counseling, student and other employment, use of facilities, and University sponsored extracurricular activities. Inquires relating to equal opportunity/affirmative action issues may be directed to the offices of Equal Opportunity/Affirmative Action or Student Development and Campus Life.

The Graduate Catalog of Montclair State University is published biennially and presents announcements of general information, general academic regulations, and the academic program extant at the date of publication. The University reserves the right to change any of its announcements, regulations or requirements at any time without notice or obligation. The Office of the Provost and Vice President for Academic Affairs is responsible for the preparation of the content of this publication.

Cover: Dr. Ana Maria Villegas, Professor of Curriculum and Teaching.



Graduate Catalog 2003 - 2005

THE GRADUATE SCHOOL

MONTCLAIR STATE UNIVERSITY
UPPER MONTCLAIR, NJ 07043

July 2003

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GRADUATE DEGREES OFFERED**

DOCTOR OF EDUCATION

Education

*Pedagogy/Mathematics Education (EPME)

*Pedagogy/Philosophy for Children (EPPC)

DOCTOR OF ENVIRONMENTAL MANAGEMENT

Environmental Management (ENVM)

MASTER OF ARTS

Administration and Supervision (ADSU)

*Educator/Trainer (Training Personnel) (ADET)

Applied Linguistics (APLN)

Applied Sociology (APSO)

Communication Sciences and Disorders

*Speech-Language Pathology (CMLP)

Communication Studies

*Organizational Communication (CSOC)

*Public Relations (CSPR)

*Speech Communication (CSSC)

Counseling, Human Services and Guidance (COUN)

*Human Services (COHS)

Educational Psychology (EPSY)

*Child/Adolescent Clinical Psychology (EPCP)

*Clinical Psychology for Spanish-English Bilinguals (EPSB)

English (ENGL)

Environmental Studies

*Environmental Education (ESED)

*Environmental Health (ESEH)

*Environmental Management (ESEM)

*Environmental Science (ESES)

Fine Arts

*Art History (FAAH)

*Fine Arts Education (FAED)

*Studio (FAST)

French

*French Literature (FRLI)

*French Studies (FRFS)

Health Education (HLED)

Human Ecology

*Consumer Affairs (HUHM)

*Family Life Education (HUFL)

*Family Relations/Child Development (HUFR)

* Area of Concentration

** Please refer to the index for page numbers on specific programs.

Human Ecology (continued)

- *Home Economics Education (HUED)

- *Nutrition and Food Science (HUNU)

Legal Studies (LSTD)

- *Dispute Resolution (LSDR)

- *Governance, Compliance, and Regulation (LSGC)

- *Legal Management, Information, and Technology (LSMG)

Music

- *Music Education (MUED)

- *Music Therapy (MUMT)

- *Performance (MUPF)

- *Theory Composition (MUTC)

Physical Education

- *Coaching and Sports Administration (PECS)

- *Exercise Sciences (PEEX)

- *Teaching and Supervision of Physical Education (PETA)

Psychology (PSYC)

- *Industrial and Organizational Psychology (PSIO)

Reading (READ)

Social Sciences

- *Anthropology (SSAN)

- *Economics (SSEC)

- *History (SSHI)

Spanish (SPAN)

Theatre

- *Production/Stage Management (THPS)

- *Theatre Studies (THTS)

MASTER OF ARTS IN TEACHING

Teaching major plus an Instructional Certificate

- *Early Childhood Education (TEEC)

- *Elementary Education (TEEL)

MASTER OF BUSINESS ADMINISTRATION

Business Administration (BSAD)

- *Accounting (BAAC)

- *Business Economics (BABC)

- *Finance (BAFN)

- *International Business (BAIB)

- *Management (BAMG)

- *Management Information Systems (BAMI)

- *Marketing (BAMK)

* *Area of Concentration*

** *Please refer to the index for page numbers on specific programs.*

MASTER OF EDUCATION

Early Childhood Special Education (ECSE)

Education (EDUC)

*Critical Thinking (EDCT)

*Philosophy for Children (EDPC)

Learning Disabilities (LRDI)

MASTER OF FINE ARTS

Studio Art (STAR)

MASTER OF SCIENCE

Biology (BIOL)

*Biology Science Education (BISE)

*Molecular Biology (BIMO)

Chemistry (CHEM)

*Biochemistry (CHBI)

Computer Science (CPSC)

*Applied Mathematics (CPAM)

*Applied Statistics (CPAS)

*Informatics (CPIN)

Geoscience (GEOS)

Mathematics

*Computer Science (MACS)

*Mathematics Education (MAED)

*Pure and Applied Mathematics (MAPM)

*Statistics (MAST)

Statistics (STAT)

BACHELOR OF ARTS/MASTER OF ARTS

Practical Anthropology (PRAN) (Five-year combined undergraduate and graduate program culminating with the award of both the BA and MA degrees.)

Additional Instructional, Educational Services and Administrative Endorsements are available in many of the above areas.

* *Area of Concentration*

** *Please refer to the index for page numbers on specific programs.*

ACADEMIC CALENDAR*

FALL 2003-SPRING 2004

FALL SEMESTER 2003

Labor Day Holiday (No Classes)	Monday, September 1
Opening Day (No Classes)	Tuesday, September 2
Classes Begin	Wednesday, September 3
University Day	Wednesday, October 22
(Classes Follow Regular Schedule)	
Thanksgiving Holiday (No Classes)	Thursday - Sunday, November 27-30
Wednesday Designated As A Friday (for Friday day classes only; Wednesday day and evening classes do not meet)	Wednesday, December 10
Classes End	Thursday, December 11
Examination Period	Friday-Thursday, December 12-18
End of Semester	Thursday, December 18

SPRING SEMESTER 2004

Martin Luther King Holiday (No Classes)	Monday, January 19
Classes Begin	Tuesday, January 20
Spring Recess (No Classes)	Monday-Sunday, March 15-21
University Day	Wednesday, March 24
(Classes Follow Regular Schedule)	
Easter Holiday (No Classes)	Friday-Sunday, April 9-11
Tuesday Designated As A Friday (for Friday day classes only; Tuesday day and evening classes do not meet)	Tuesday, May 4
Classes End	Tuesday, May 4
Examination Period	Thursday-Wednesday, May 6-12
End of Semester	Wednesday, May 12
Commencement	Friday, May 21 (tentative)

*Montclair State University reserves the right to modify this calendar. Please refer to the Montclair State University web site www.montclair.edu for the most recent published calendar information.

ACADEMIC CALENDAR*

SUMMER 2004 - FALL 2004

SUMMER SESSIONS 2004

Pre-Session (Three Weeks, No Friday Classes)	Monday, May 17-Thursday June 3 (11 sessions)
Pre-Session (Four Weeks, No Friday Classes)	Monday, May 17-Thursday June 10 (15 Sessions)
Twelve-Week Session (No Friday Classes)	Monday, May 17-Thursday, August 5 (extended hours Monday, 10 sessions)
Memorial Day Holiday (No Classes)	Monday, May 31
Saturday Classes	Saturday, June 5-August 7 (10 sessions)
Eight-Week Session (No Friday Classes)	Monday, June 14-Thursday, August 5
First Four-Week Session (No Friday Classes)	Monday, June 14-Thursday, July 8
Six-Week Session (No Friday Classes)	Monday, June 28-Thursday, August 5
Independence Day Holiday (No Classes)	Monday, July 5
Second Four-Week Session (No Friday Classes)	Monday, July 12-Thursday, August 5
Post-Session (No Friday Classes)	Monday, August 9-Thursday, August 26 (12sessions)

FALL SEMESTER 2004

Opening Day (No Classes)	Wednesday, September 1
Classes Begin	Thursday, September 2 (Friday evening, September 10 for Friday evening and weekend courses)
Labor Day Holiday (No Classes)	Monday, September 6
University Day (Classes Follow Regular Schedule)	Wednesday, October 20
Thanksgiving Holiday (No Classes)	Thursday-Sunday, November 25-28
Classes End	Monday, December 13
Examination Period	Tuesday-Monday, December 14-20
End of Semester	Monday, December 20

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ACADEMIC CALENDAR*

SPRING 2005 - SUMMER 2005

SPRING SEMESTER 2005

Martin Luther King Holiday (No Classes)	Monday, January 17
Classes Begin	Tuesday, January 18
Spring Recess (No Classes)	Monday-Sunday, March 14-20
University Day (Classes Follow Regular Schedule)	Wednesday, March 23
Easter Holiday (No Classes)	Friday-Sunday, March 25-27
Tuesday Designated As A Friday (for Friday day classes only; Tuesday day and evening classes do not meet)	Tuesday, May 3
Classes End	Tuesday, May 3
Examination Period	Thursday-Wednesday, May 5-11
End of Semester	Wednesday, May 11
Commencement	Friday, May 20 (tentative)

SUMMER SESSIONS 2005

Pre-Session (Three Weeks, No Friday Classes)	Monday, May 16-Thursday June 2 (11 sessions)
Pre-Session (Four Weeks, No Friday Classes)	Monday, May 16-Thursday June 9 (15 Sessions)
Twelve-Week Session (No Friday Classes)	Monday, May 16-Thursday, August 4 (extended hours Monday, 10 sessions)
Memorial Day Holiday (No Classes)	Monday, May 30
Saturday Classes	Saturday, June 4-August 6 (10 sessions)
Eight-Week Session (No Friday Classes)	Monday, June 13-Thursday, August 4
First Four-Week Session (No Friday Classes)	Monday, June 13-Thursday, July 7
Six-Week Session (No Friday Classes)	Monday, June 27-Thursday, August 4
Independence Day Holiday (No Classes)	Monday, July 4
Second Four-Week Session (No Friday Classes)	Monday, July 11-Thursday, August 4
Post-Session (No Friday Classes)	Monday, August 8- Thursday, August 25 (12 sessions)

*Montclair State University reserves the right to modify this calendar. Please refer to the Montclair State University web site www.montclair.edu for the most recent published calendar information.

ABOUT MONTCLAIR STATE UNIVERSITY

The second largest and fastest growing university in New Jersey, Montclair State offers the advantages of a large university—a broad undergraduate curriculum with a global focus, a wide variety of superior graduate programs and a diverse faculty and student body—combined with a small college's attention to students. Montclair State's outstanding faculty is committed to learning through creative teaching informed by scholarship and service. All programs foster critical thinking, understanding and problem-solving, preparing students for lifelong learning.

Montclair State recently revised its mission statement to reflect its expanded role in educating the students of New Jersey, conducting research and providing service to the community, the region, the state, and beyond. Adopted at the same time was a strategic plan, Montclair State University at the Centennial: 1908-2008, a document which lists the University's goals and discusses ways of achieving them. The plan was the culmination of five years of work, with input from the entire campus community.

Presently the University is in the midst of an ambitious expansion program that will enable it to accommodate 18,000 students by 2008, the year of its centennial. The first element, Science Hall, opened in 1999. As home to the Department of Biology and Molecular Biology, the Health Careers program, and the Biochemistry Program, Science Hall offers students state-of-the-art access to courses that will help them assume leadership roles in research, medicine and other areas of applied sciences.

The Graphic Design MacLab in Finley Hall, the result of a partnership between the University's graphic design faculty and Information Technology personnel, opened in the spring of 2001. Called by Apple Computer the most technologically advanced graphic design facility in the state of New Jersey, it contains a teaching lab, a studio and a print and production studio.

Our new parking garage accommodates 1,100 vehicles and underscores MSU's commitment to students whose options don't include living on campus, as well as to community residents who visit the campus for cultural and other events. Adjacent to the new parking facility, and facing the campus's historic amphitheatre, the new 500-seat Alexander Kasser Theatre is under construction. The 45,000-square-foot facility will be used extensively by MSU's music programs as well as by the theatre and dance programs. It will serve as the setting for many of the University's cultural performances, including several by the world-renowned Shanghai Quartet, Montclair State's artists-in-residence, and will be an important resource for the community. The facility also will be used by school-aged children from MSU's Music Preparatory Program as well as musicians studying at the New Music Institute, which will be housed in the theatre's lower level alongside the unique Harry Partch Instrument Collection.

The newest addition to the campus is the student residential village comprising four residence hall, a recreation building, convenience store and police substation. The village provides housing for close to 900 students allowing the University to increase the number of students able to live on campus.

Currently under construction on the campus is a New Jersey Transit train station with an adjacent parking deck able to accommodate 1,500 cars. The station will be a stop on New Jersey Transit's MidTown Direct service, allowing riders to travel from the campus to midtown Manhattan in half an hour.

Two other projects are to be constructed:

- The Children's Center will house, under one roof, two of Montclair State University's most highly respected and nationally recognized children's programs, the Psycho-educational Center and the Child Care Center, uniting typical preschoolers with special-needs students to create a unique facility for both children and educators. The 27,000-square-foot building will be located at the northern edge of campus and

will have the capacity to serve up to 500 children each year.

- A \$45-million state-of-the-art instructional building will serve as the home of the College of Education and Human Services as well as Information Technology. Included will be the Center for Teacher Preparation and Learning Technologies, which will allow Montclair State to double the capacity of its teacher preparation programs and provide expanded access to continuing professional development for educators.

With more than 250 majors, minors and concentrations, and the nation's only doctorate in pedagogy, and a unique interdisciplinary doctorate in environmental management, MSU provides a comprehensive array of academic programs while remaining accessible and affordable. Through its six schools and colleges—the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, the School of the Arts, the School of Business, and the Graduate School—Montclair State University prepares its students to lead productive and rewarding lives, and to participate responsibly in civic society.

Montclair State's strong commitment to public service is evidenced by its wide variety of noncredit programs offered to varied constituencies. Each year, more than 1,200 academically gifted youngsters take part in advanced instructional programs offered weekends and during the summer on campus, and close to 500 children receive instruction through the Preparatory Center for the Arts. The School of Conservation, a 240-acre facility in Stokes State Forest which is one of the largest university-operated environmental education centers in the world, provides two-to five-day programs for about 10,000 elementary and secondary school students from around the state. The University's Service Learning program, in which students work with community groups throughout the area as part of their academic course work, has provided services to several communities in the area.

From its founding in 1908, the history of Montclair State University has been one of change, growth and distinction. Proud of its heritage and prepared to respond to the challenges and opportunities of the twenty-first century, Montclair State continues to be a major contributor to the cultural, economic and educational life of the region.

ACCREDITATIONS AND MEMBERSHIPS

Montclair State University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, telephone (215) 662-5606. In addition, the National Council for the Accreditation of Teacher Education has granted accreditation for the preparation of elementary and secondary school teachers as well as administrative and school service personnel. Those programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Other academic accreditations include AACSB International-The Association to Advance Collegiate Schools of Business (baccalaureate and graduate degree programs in business, School of Business), American Association of Family and Consumer Sciences, (Department of Human Ecology, College of Education and Human Services), American Speech-Language-Hearing Association (Department of Communication Sciences and Disorders, College of Humanities and Social Sciences), National Association of Schools of Art and Design (Department of Art and Design, School of the Arts), National Association of Schools of Dance (Department of Theatre and Dance, School of the Arts), National Association of Schools of Music (Department of Music, School of the Arts), and National Association of Schools of Theatre (Department of Theatre and Dance, School of the Arts). The undergraduate concentration in Professional Computing offered by the Department of Computer Science, College of Science and Mathematics, is accredited by

the Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET).

Programs approved by the Council for Exceptional Children include: Early Childhood Special Education major, Master of Education (Department of Early Childhood, Elementary, and Literacy Education, College of Education and Human Services); Learning Disabilities major, Master of Education, and Learning Disabilities Teacher-Consultant post master's certification (Department of Curriculum and Teaching, College of Education and Human Services); and Speech Language Pathology concentration within the Communication Sciences and Disorders major, Master of Arts (Department of Communication Sciences and Disorders, College of Humanities and Social Sciences). The Bachelor of Science degree program in Human Ecology, concentration in Food and Nutrition-Dietetics, and the approved Preprofessional Practice Program (AP4), offered by the Department of Human Ecology, College of Education and Human Services, have been approved by the American Dietetic Association. The American Bar Association has approved the undergraduate minor in Paralegal Studies offered by the Department of Legal Studies, College of Humanities and Social Sciences. Programs offered by the Department of Chemistry and Biochemistry, College of Science and Mathematics, have been approved by the American Chemical Society. The National Association for Music Therapy has approved the undergraduate program in Music Therapy offered by the Department of Music, School of the Arts.

Montclair State University is a member of the American Association of Colleges for Teacher Education, American Association of State Colleges and Universities, American Council on Education, Association of American Colleges, Association for Gerontology in Higher Education, Council of Graduate Schools in the United States, National Association of State Universities and Land-Grant Colleges, National Network for Educational Renewal and the Holmes Partnership, New Jersey Association of Colleges and Universities, New Jersey Association of Colleges for Teacher Education, North American Association of Summer Sessions, and Northeastern Association of Graduate Schools. Women graduates of Montclair State University are accepted for membership in the American Association of University Women.

ACADEMIC ORGANIZATION

Montclair State University is organized into three colleges and three schools: the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, the School of the Arts, the School of Business, and the Graduate School.

Reporting to the Provost, the Dean of the Graduate School works with the Graduate Council, the academic deans, colleges and schools, and departments in the development, promotion and review of graduate programs; the recruitment, admission, matriculation and advisement of graduate students; and the administration of programs that enhance the quality of graduate education, including the appointment of Graduate Assistants.

The Graduate Council is the primary all-university body for the development of graduate policy and curriculum advisement. Its decisions and recommendations are made through the Graduate Dean to the Provost. Consistent with policies established by the Board of Trustees, the Graduate Council:

- (1) recommends general graduate admission requirements,
- (2) recommends guidelines for the admission of students to graduate programs,
- (3) recommends guidelines for the admission of faculty to graduate faculty status,
- (4) reviews and makes recommendations about new graduate programs, concentrations or any revisions in graduate programs,
- (5) initiates discussions on and/or reacts to any and all matters affecting graduate faculty, students and programs.

HUMAN RELATIONS STATEMENT ON CAMPUS CLIMATE FOR CIVILITY AND HUMAN DIGNITY

Montclair State University recognizes its responsibility to foster an atmosphere of respect, understanding and good will among all individuals and groups, with special sensitivity to those most likely to be subjected to disrespect, abuse and misunderstanding because of their race, ethnicity, religion, gender, sexual preference, age or disabling condition.

The goal is to create an unbiased community where all individuals feel free to express themselves in ways that are appropriate in a multiethnic and multicultural society, and to pursue their work and study in an atmosphere that values individuality and diversity.

Underlying this statement is a respect for differences of opinion and freedom of speech. We must be diligent, however, to assure that differences do not degenerate into name-calling or insulting of individuals or groups. Such behavior can be destructive of courtesy and civility and endangers the environment needed for engaging in productive dialogue.

Montclair State condemns any behavior that devalues persons and endangers the learning and work environment. Such acts include, but are not limited to, threats or acts of physical violence, verbal abuse, harassment, and discrimination.

Montclair State encourages the practice of this human relations statement in every aspect of campus life.

SMOKING REGULATION

Montclair State University is subject to NJSA 26:3D-15 through 21 on smoking in public places (Health and Vital Statistics). In compliance with this law, MSU prohibits the smoking or carrying of lighted cigars, cigarettes, pipes, or any matter or substance which contains tobacco in all indoor spaces on the University campus.

Indoor smoking is permitted only in private, fully-enclosed student residence hall rooms. If the room is jointly occupied, smoking is permitted only by consensus of all individuals occupying the room.

Any member of the campus community may ask an individual to comply with the provisions of this regulation or may file a complaint with University Police, who may issue a summons. Any individual who fails to comply is subject to a fine as determined by the local court where the summons is filed.

COLLEGES AND SCHOOLS OF THE UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES

Dean: Ada Beth Cutler, Ed.D.

The College of Education and Human Services includes six departments, each of which offers the Master of Arts or Master of Education degree in a variety of fields leading to and strengthening skills needed for professional careers in private industry, government agencies, non-profit organizations, and public and non-public schools. In addition, the Center of Pedagogy houses the Doctor of Education (Ed.D.) degree. The Master of Education in Learning Disabilities is housed in the department of Curriculum and Teaching. The Master of Education, with concentration in Early Childhood Special Education is housed in the department of Early Childhood, Elementary, and Literacy Education. The Master of Education, with concentrations in Critical Thinking and Philosophy for Children, is housed in the department of Educational Foundations.

The College has responsibility for coordinating the non-degree post-baccalaureate teacher certification program. A Master of Arts in Teaching (M.A.T.) program is also available to those seeking initial certification. The College has a commitment to offering graduate programs to urban school personnel through Project THISTLE, and provides a sequence of courses required for Substance Awareness Coordinator Certification.

Arrangements can be made to offer graduate programs to employees of public schools and other organizations on site.

Centers, departments, programs, and concentrations within the College are:

Center of Pedagogy

Pedagogy (Ed.D)

Counseling, Human Development and Educational Leadership

Counseling, Human Services and Guidance (MA)

Human Services*

Administration and Supervision (MA) (Required for Principal Certification)

Educator Trainer (Training Personnel)*

Certification Programs for: School Administrator (Superintendent), Supervisor, School Business Administrator, Student Personnel Services (Guidance Counselor), Substance Awareness Coordinator eligibility

Curriculum and Teaching

Master of Arts in Teaching (MAT)

Master of Education (MEd)

Master of Education in Learning Disabilities (MEd)

Post-baccalaureate Certification

Post MA certification program in Learning Disabilities

Post BA certification program in Special Education

Certificate Program: Collaborative Teaching for Inclusive Settings

Certification Programs for: Associate Educational Media Specialist,
 Educational Media Specialist
Early Childhood, Elementary and Literacy Education
 Master of Arts in Teaching (MAT)
 Early Childhood Education*
 Elementary Education*
 Post BA Certification
 Teacher of Preschool through Grade 3
 Elementary School Teacher
 Master of Education (MEd)
 Early Childhood Special Education
 Reading (MA)
 Certification Program for: Reading Specialist
Educational Foundations
 Master of Education (MEd)
 Critical Thinking*
 Philosophy for Children*
 Philosophy for Children Specialization within the Ed.D. in Pedagogy
 Certificate Program: Philosophy for Children
Health Professions, Physical Education, Recreation and Leisure Studies
 Health Education (MA)
 Physical Education (MA)
 Coaching and Sports Administration*
 Exercise Sciences*
 Teaching and Supervision of Physical Education*
 Certificate Program: Health Education
 Certificate Program: Nutrition and Exercise Science
Human Ecology
 Human Ecology (MA)
 Consumer Affairs*
 Family Life Education*
 Family Relations/Child Development*
 Home Economics Education*
 Nutrition and Food Science*
 Certificate Program: Nutrition and Exercise Science

**Area of Concentration*

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Dean: Richard J. Gigliotti, Ph.D.

Graduate programs in the College of Humanities and Social Sciences are designed to accomplish three main objectives:

- (1) to provide the opportunity for students to acquire advanced knowledge in one of its major areas of instruction;
- (2) to ground students in the particular theories and methodologies of their field;
- (3) to provide students with the background to do creative and independent research and to do applied research in their chosen field.

The College of Humanities and Social Sciences comprises a number of disciplines, the boundaries of which are constantly changing and expanding. At the same time, research within the disciplines is becoming more specialized. The necessity for constant study, therefore, impacts everyone involved in these areas, whether he or she works in education, government, industry, or the professions.

The departments within the College of Humanities and Social Sciences provide programs in several fields and offer advanced courses for teachers who wish to enhance their preparedness for specialized secondary school subjects.

All of our programs provide excellent preparation for those wishing to go on for degrees at the doctoral level.

Departments, programs, and concentrations within the College are:

Anthropology

Practical Anthropology (BA/MA—Combined Bachelor and Master of Arts in
Practical Anthropology)

Social Sciences (MA)

Anthropology*

Communication Sciences and Disorders

Communication Sciences and Disorders (MA)

Speech-Language Pathology*

English

English (MA)

French, German, and Russian

French (MA)

French Literature*

French Studies*

History

Social Sciences (MA)

History*

Legal Studies

Legal Studies (MA)

Dispute Resolution*

Governance, Compliance, and Regulation*

Legal Management, Information, and Technology*

Certificate Program: Paralegal Studies

Linguistics

Applied Linguistics (MA)

Certificate Program: Teaching English to Speakers of Other Languages

Psychology

Educational Psychology (MA)

Child/Adolescent Clinical Psychology*

Clinical Psychology for Spanish-English Bilinguals*

Psychology (MA)

Industrial and Organizational Psychology*

School Psychology Certification

Certificate Program: Child Advocacy

Sociology

Applied Sociology (MA)

Spanish/Italian

Spanish (MA)

Certificate Program: Translation and Interpretation in Spanish

**Area of Concentration*

COLLEGE OF SCIENCE AND MATHEMATICS

Dean: Robert S. Prezant, Ph.D.

The College of Science and Mathematics is strongly committed to graduate programs that provide a balance between theoretical and applied approaches to the study of advanced topics. Through interaction with dedicated faculty, graduate students have a unique opportunity to learn how mathematics, science and computing are performed and utilized to solve problems. Faculty consult with industry and do research in areas such as animal behavior, applied mathematics, biochemistry, botany, computer science, conducting polymers, entomology, environmental issues, immunology, microbiology, molecular biology, aquatic science, and statistics. Interactions with corporations such as the petroleum and pharmaceutical industries enrich classes and provide opportunities for the support of graduate students through research assistantships. Students are strongly encouraged to pursue the research thesis option as a logical approach to their pursuit of knowledge. Non-thesis alternatives are also available in most programs. Graduate assistantships and scholarships are available on a limited basis for qualified students.

Modern laboratory equipment for research and teaching include Fourier Transform Infrared Spectroscopy, Fourier Transform Nuclear Magnetic Resonance Spectroscopy, x-ray diffraction, greenhouse, automated sequencer, animal facilities, digital exploration seismography, ground penetrating radar, resistivity survey equipment, Gas Chromatography-Mass Spectroscopy, High Performance Liquid Chromatography, Scanning Electron Microscopy, Transmission Electron Microscopy, and Ultracentrifugation. Since scientific computing has unique requirements, the College is continually enhancing its fiber optic network (SCInet). The network includes student access to UNIX based Sun servers and workstations, PCs, Macs and the Internet. Also, students in the College have access to courses and research opportunities at the New Jersey School of Conservation in Stokes State Forest and the New Jersey Marine Science Consortium in Sandy Hook.

The College contributes to the Ed.D. in Pedagogy by offering a specialization in Mathematics Education. A new Doctorate in Environmental Management will begin

accepting students for fall 2003. The College also offers sixteen master's degree program (M.S.) options, as well as several subject areas which lead to the Master of Arts in Teaching (M.A.T.), to prepare students for careers in education, research, industry, government, and future study in Ph.D. or professional programs.

Departments, programs and concentrations within the College are:

Biology and Molecular Biology

Biology (MS)

Biology Science Education*

Molecular Biology*

Certificate Program: Molecular Biology

Chemistry and Biochemistry

Chemistry (MS)

Biochemistry*

Computer Science

Computer Science (MS)

Applied Mathematics*

Applied Statistics*

Informatics*

Certificate Program: Cisco

Certificate Program: Object Oriented Computing

Earth and Environmental Studies

Environmental Management (D.Env.M.)

Environmental Studies (MA)

Environmental Education*

Environmental Health*

Environmental Management*

Environmental Science*

Geoscience (MS)

Certificate Program: Water Resource Management

Mathematical Sciences

Mathematics (MS)

Computer Science*

Mathematics Education*

Pure and Applied Mathematics*

Statistics*

Mathematics Education Specialization within the Ed.D. in Pedagogy

Statistics (MS)

**Area of Concentration*

SCHOOL OF THE ARTS

Dean: Geoffrey W. Newman, Ph.D.

Montclair State University is a designated center of excellence for the fine and performing arts. Its School of the Arts offers graduate programs in fine arts, music, speech, theatre, and communications. In addition, the School includes a Music Preparatory Division, which offers instruction to children from age 3 through high school, and the Office of Theatrefest, Special Projects and Cultural Programming which presents major dance,

music, theatrical, literary events, and an International Center for the Arts. The School also coordinates and supports three major art galleries.

The School of the Arts provides professional training and education for students seeking careers in the arts, education, public service, or management. The School presents cultural events and offers courses and experiences in the arts for the enrichment of campus and community life. The resources of the School are taken to the community in the form of theatrical productions, chamber music, dance concerts, lectures, and demonstrations. The School seeks to stimulate public interest and support for the arts and to encourage research, creative work, and experimentation in the arts.

Departments, programs, and concentrations within the School are:

Art and Design

Fine Arts (MA)

Art History*

Fine Arts Education*

Studio*

Studio Art (MFA)

Communication Studies

Communication Studies

Organizational Communication*

Public Relations*

Speech Communication*

Music

Music (MA)

Music Education*

Music Therapy*

Performance*

Theory Composition*

Theatre and Dance

Theatre (MA)

Production/Stage Management*

Theatre Studies*

**Area of Concentration*

SCHOOL OF BUSINESS

Dean: Alan Oppenheim, Ph.D.

The School of Business offers a range of graduate programs that prepare students to be decision-makers, leaders, and entrepreneurs, ready for broad-spectrum managerial responsibilities or for success as higher-level professional specialists. As a School of Business of a regional state university that provides quality education to a diverse student body, the goal is to graduate students who are immediately effective in cutting-edge business organizations. The School is accredited by the AACSB International.

The Master of Business Administration (MBA) and Master of Arts in Social Sciences, concentration in Economics programs have specific goals and objectives to enable students to build on their background and to assist graduates to advance in their chosen careers.

The goal of the Montclair MBA is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgments, and effectively implement chosen options. The program's structure emphasizes the development of analytical capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The program stresses the theoretical foundations of management-oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and practice builds a strong foundation for immediate application as well as post-graduate professional growth.

The Master of Arts in Social Sciences: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business-oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation, and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit.

Departments, programs, and concentrations within the School are:

Accounting, Law and Taxation

Business Administration (MBA)

Accounting*

Economics and Finance

Business Administration (MBA)

Business Economics*

Finance*

Social Sciences (MA)

Economics*

Information and Decision Sciences

Business Administration (MBA)

Management Information Systems*

Management

Business Administration (MBA)

Management*

Marketing

Business Administration (MBA)

International Business*

Marketing*

**Area of Concentration*

THE GRADUATE SCHOOL

Dean: Carla M. Narrett, Ph.D.

The Graduate School has responsibility for all education at the post-baccalaureate level. The Graduate School provides leadership and direction for the University's graduate programs. It strives to create a learning environment that will ensure the highest quality graduate programs in keeping with the University's overall mission of teaching, research, and public service. Working with the faculty, the Graduate School is committed to providing access to programs and services for qualified students of all racial, cultural, and ethnic backgrounds, and to meet the needs of the State of New Jersey and the region.

In concert with the Graduate Council, the Graduate School:

- continuously reviews the University's graduate programs and policies;
- establishes and maintains appropriate admission and academic standards;
- encourages student inquiry and critical thinking;
- provides enhanced levels of professional competence;
- fosters research and scholarly activity;
- supports interdisciplinary endeavors.

There are 36 different graduate degree programs leading to a range of degrees including the Doctor of Education, Doctor of Environmental Management, Master of Fine Arts, Master of Business Administration, Master of Arts, Master of Science, Master of Arts in Teaching and Master of Education.

ACADEMIC FACILITIES

Montclair State University, already New Jersey's second largest and fastest growing university, is transforming its 247 acres with a myriad of construction projects. Recently completed are a parking deck for more than 1,000 cars; apartment housing for close to 900 students in a residential village with its own recreation center, convenience store and police substation; a 24-hour New Jersey-style diner with Internet access at every booth; and infrastructure improvements for water, electrical power and Internet access. Under construction are a 500-seat theater; an academic building to house the College of Education and Human Services, the University's technology hub, and a conference center; a softball stadium; and a New Jersey Transit station with express trains to and from midtown Manhattan and its own parking deck. Soon to come is a Children's Center to house the Child Care Center and the Psychoeducational Center, which treats children with developmental problems.

Science Hall opened in 1999, with 60,000 square feet of space devoted to the Department of Biology and Molecular Biology, the Health Careers Program, and the biochemistry component of the Department of Chemistry and Biochemistry. There are 11 teaching labs and 19 research labs, a roof-top greenhouse, a roof-top telescope, and a seminar room.

In addition, the campus has numerous classrooms and studios; a 1000-seat theater and a small theater; recital hall; theater arts workshop; science and language laboratories; food sciences and clothing laboratories; energy, metals and plastics labs; a human performance laboratory and numerous computer labs, including a 24-hour facility with wireless access. Sports facilities include Yogi Berra Stadium, home of the MSU baseball team, the minor league New Jersey Jackals and the Yogi Berra Museum and Learning Center; the Floyd Hall Ice Arena; football and soccer fields; Olympic-size swimming pool; regulation track; gymnasium; tennis courts; and fitness center.

COMMUNICATION DISORDERS CENTER

The Communication Disorders Center is the clinical education and training facility for the master's degree program in speech-language pathology offered by the Department of Communication Sciences and Disorders. Student-clinicians, under the supervision of department faculty and professional staff, apply the diagnostic and treatment methods they have learned in their courses to assist children and adults of all ages who have disorders of communication. The Center is in operation all year, including the summer pre-session and six-week session. Services are provided to children and adults from the communities surrounding the campus and to students and staff of the university. The services available include the evaluation and treatment of disorders of articulation, voice, language, and fluency (stuttering) and for the communication problems related to hearing impairment, stroke, cleft palate, cerebral palsy, or cognitive deficits. Assistance with accent reduction is also available. For further information contact the clinic coordinator, Elaine Hitchcock, telephone, (973) 655-6917; fax, (973) 655-7072.

CURRICULUM RESOURCE CENTER

Located in Chapin Hall, the Curriculum Resource Center houses a collection of educational materials for use by students, teachers, curriculum committees, and others interested in teaching resources. The Center's collection includes: textbooks, curriculum guides from New Jersey and schools across the nation, professional books, audio/video programs, activities and games. Also available for instruction and use in the Center are: computers, software, CD-ROM and laserdisc programs and a state-of-the-art "classroom of the future." Late afternoon and early evening hours are available for the convenience of graduate students and teachers. For further information, call (973) 655-5220.

GLOBAL EDUCATION CENTER

The Global Education Center at Montclair State University oversees all international endeavors on campus, plans new efforts and enhances international programs at the University. The Center encourages faculty to develop international expertise in their disciplines, teaching exchanges, travel programs and participation in international conferences. Through partnerships with international institutions, it assists in developing collaborative undergraduate and graduate programs. The Center provides opportunities for students to travel and study in every continent through semester-long study abroad programs, student exchanges, and summer institutes. Students who study abroad are eligible to apply for scholarships through the Center. International scholars visiting MSU are housed in The Scholars International Guest House which is administered by the Global Education Center. The Center, located at 22 Normal Avenue, features a print and video library of international study programs and is open between 8:30 a.m. and 4:30 p.m.

The Office of International Services (OIS) is responsible for the general growth and welfare of all international students, scholars, and faculty. The OIS provides advising on legal matters pertaining to Immigration and Naturalization Service (INS) regulations, and individual advising and workshops in the areas of adjustment to Montclair State University and the United States. In addition, orientation sessions are held twice each year for students and scholars, and immigration workshops are scheduled throughout the year. The OIS publishes *A Students' Guide to Immigration and Crossroads*, a newsletter for international students. Liaison services for students, faculty, and scholars with the U.S. State Department, the U.S. Immigration and Naturalization Service, and U.S. Embassies and Consulates also are provided. All new international students, scholars, and faculty should contact this office located at The Global Education Center, 22 Normal Avenue, (973) 655-4253, within the first two weeks of the semester for information. Visit us on the web at www.montclair.edu/International. Montclair State University has been authorized under federal law to enroll non-immigrant alien students.

INFORMATION TECHNOLOGY

The Office of Information Technology (OIT) provides the hardware, communications infrastructure and training and computing support for all students, faculty and staff. More detailed information concerning technology services available to the University Community may be obtained by visiting <http://edtech.montclair.edu>.

The Technology Solutions Center

The Technology Solutions Center (TSC) is the single point of contact for the University community to obtain assistance with any and all technology related matters. The

Solutions Center, which is located in College Hall, room 124 coalesces representatives from all the operating units of the Information Technology department in a single location thereby offering a convenient, one-stop service model to faculty, staff and students. Members of the community may obtain services by visiting the TSC or by calling the Helpline at (973) 655-7971.

Some of the most frequently requested services offered through the Solutions Center are:

- Purchase assistance, installation, configuration, support and maintenance and repair of University-owned hardware, computer and general software questions.
- Information and access to computing laboratories and assistance with the development and configuration of teaching, learning and general purpose computing laboratories and other digitally enhanced rooms through out the campus.
- A helpdesk, called the Helpline, which is available during all business hours as well as extended overnight hours for basic assistance with common computing/software problems as well as to log and communicate requests for computer assistance and services provided by all elements of OIT.

Various instructional support services are also provided through the Technology Solutions Center. Foremost among these is the Faculty and Staff Development Program, which provides support and training to MSU faculty and staff desiring to integrate technology into instructional programs and departmental activities. The Development Program includes:

- Technology-related activities, materials and training for MSU faculty and staff.
- One-on-one support, project advisement, semi-structured workshops and support of campus events.
- Assistance to faculty with the integration of technology into instructional programs.
- Staffing CO123, which serves as both a training room and an educational technology-learning laboratory.
- Support for web-based course management systems and publishing.
- Coordination of OIT staff development.
- Communication of OIT projects, announcements and websites.

The TSC also provides maintenance and support for educational equipment such as projection devices, mobile teaching stations and The Distance Learning Room (located in CO301), which provides for real time interactive 2-way radio, audio and video transmission and can be used as a satellite downlink site. Instruction on how to use educational equipment or The Distance Learning Room is available through the Technology Solutions Center.

Management Information Systems

Management Information Systems (MIS) maintains and manages the campus systems including the Student Information System. These systems house information pertaining to all students, including grading and financial records. MIS also provides support and service to the groups on campus that use, maintain and generate reports from these systems. MIS can be contacted through the Helpline or through the main office at (973) 655-4100.

Systems, Security, Networking and Telecommunications

Systems, Security, Networking and Telecommunications (SSNT) provides infrastructure services to the campus including the campus network, Internet access from both on and off campus telephone services and systems including campus-wide e-mail. Networking maintains the campus fiber optic system, the internal building wiring, and the networking equipment and software.

RESnet, part of Systems, Security, Networking and Telecommunications, provides networking connections to students within the residence halls. These connections provide access to the Internet. RESnet can be contacted through the Internet at <http://resnet.montclair.edu> or through the Helpline at (973) 655-7971.

Telecommunications, also part of Systems, Security, Networking and Telecommunications, provides all telephones to the campus, including the student residence halls. All residents have access to the telephone system, using individual authorization codes that allow individualized billing for each student. Telecommunications can be contacted through the Helpline at (973) 655-7971 or at (973) 655-4107.

LIBRARY

The Harry A. Sprague Library provides a range of print, media, and electronic resources and offers many services to students, faculty, staff, and the public.

The collections of the Library contain more than 400,000 volumes, and materials in diverse formats such as microforms, video and audio cassettes, CDs and software. The Library subscribes to over 2,600 periodicals. The Library is a depository for US and NJ government documents that are available in print, microform, CD ROM, and on-line formats. The Library's home page provides access to the Sprague Library Catalog, and to other information about the Library's resources and services. Through the Library's home page, many on-line databases may be accessed.

Librarians are available for assistance at the Reference Desk. Upon request by the faculty, orientation sessions and classes on research methodology and resources in a specific discipline are given by librarians. Students may request individual consultations regarding research papers or presentations.

Materials not held in the Library are obtained through interlibrary loan from other libraries. MSU students may borrow from the libraries of state colleges and universities in New Jersey and the New Jersey Institute of Technology by presenting their current validated MSU ID card. MSU students may consult materials in the libraries of Rutgers University and the University of Medicine and Dentistry of New Jersey.

Information Technology maintains a computer lab on the second floor of the Library that is used for word processing, electronic mail, accessing the Internet, and other computing needs.

A validated ID is needed to borrow materials from and use some of the services of the Library.

A faculty and graduate student study room is available for quiet study on the lower level of the Library.

Hours are posted in the Library, on the Library's home page, or call (973) 655-4298 for changes in opening hours for summer sessions, intersessions, holidays, and for inclement weather closings.

For more information, please call one of the following numbers:

General Library Information	(973) 655-4291
Library Hours	4298
Dean of Library Services	4301
Circulation and Reserve	4288
Computer Lab	7701
Government Documents	7145
Interlibrary Services	7143
Multimedia Resources	5119
Periodicals	5270
Reference and Information	4291
Sprague Library Home Page:	http://www.montclair.edu/Library.html

LITERACY ENRICHMENT CENTER

The Literacy Enrichment Center, located in the southwest corner of College Hall, offers assistance to all students in studying from textbooks, developing flexibility of reading rate, and personal reading improvement. Diagnosis of reading and study skills, counseling, and tutoring are also available.

In addition to campus services available in the Literacy Enrichment Center, community needs are served by a reading clinic for ages 6 - 18. The Literacy Enrichment Center provides clinical and educational experiences for undergraduates and graduate students also.

MARINE SCIENCES CONSORTIUM

The facilities of the New Jersey Marine Sciences Consortium, including the field station and laboratories at Sandy Hook, are available to Montclair State students. The consortium sponsors an extensive summer program of regular and independent study courses in the marine sciences at the graduate level.

PSYCHOEDUCATIONAL CENTER

The Center has been designed to train graduate students in the areas of special education, learning disabilities, school psychology, and music therapy. It additionally serves the community by offering programs that suit the mutual needs of students and clients. The Center operates an assessment component, Demonstration Program, Jeffrey Dworkin Early Childhood Program, and the Summer Intervention Program on campus.

TELEVISION CENTER

The DuMont Television Center functions as a support facility to the University and community. It serves as a laboratory for departments within MSU which instruct about television. The center assists with television services, including maintenance, repair, duplication of videotapes, advisement, consultation, video satellite viewing, distance learning, video teleconferences, and international standards conversion (VHS only). It also supports projects in television production for the university administration, instructional programs, students and co-curricular activities. Whenever possible, assistance is provided to the outside community. The DuMont Television Center is located at the south end of Life Hall, room 117, telephone (973) 655-4341

ADMISSION AND MATRICULATION

To be admitted to graduate study at Montclair State University, an applicant must have a baccalaureate degree from an accredited college or university in the United States or its equivalent from a foreign institution of higher education. An applicant must also have an appropriate academic background for the program or degree desired. To be matriculated in a particular degree program, the applicant must submit all required credentials and be offered admission by the Graduate School.

Applicants are evaluated on several criteria (e.g., grades, test scores, recommendations, essays and/or standardized portfolios, auditions, interviews) to enable the University to identify those students who demonstrate the greatest promise of scholarly achievement and ability to benefit from their proposed program of study.

Applications/Enrolling in Graduate Classes: For many programs, Montclair accepts applications on a rolling basis. However, a number of programs have specific deadlines for the receipt of the application as well as all necessary credentials. Applicants should consult the current graduate application packet for specific information about this and other important information and directions regarding the application process.

Obtaining Graduate Admissions Information: Please contact the Graduate School, College Hall 203, (973) 655-5147 or (800) 331-9207; visit our "Request for Information" website at: <http://www.montclair.edu/graduate> or e-mail: Graduate.School@Montclair.edu. The Graduate School office is open from 8:30 a.m.-5:30 p.m., Monday through Thursday and until 4:30p.m. on Friday. These hours are subject to change. Please contact the Graduate School for up-to-date information.

When enrolling as a matriculated graduate student, it is critical that a student receive advisement prior to registering for courses. For graduate information and/or to be directed to the appropriate advisor check the Directory of Graduate Advisors in the back of this catalog.

APPLICATION REQUIREMENTS

Transcripts: One copy of an official transcript must be submitted from each college and university attended. Exception: Montclair State University transcripts will be obtained by the Graduate School directly from the Office of the Registrar, upon signed authorization of the student on the graduate application. (See below for special requirements for international applicants.)

Standardized Test Scores: The Graduate Record Examination (GRE) is required of all students applying for admission to a degree program, except: applicants to the MBA program who are required to take the Graduate Management Admission Test (GMAT); applicants to the Counseling area of the Department of Counseling, Human Development and Educational Leadership, and to the M.A. in Fine Arts or the M.Ed. who are required to take the GRE **or** the Miller Analogies Test. Some departments also require a GRE

subject test in the applicant's proposed field of study. GRE scores are not required of applicants to the M.F.A. in Studio Art, but a portfolio is required. Students should check the current graduate application packet for specific information.

Students should arrange to have official notification of their test scores sent directly to the Graduate School. Since it generally takes about four weeks for test scores to reach the University, students are advised to take the required test as soon as possible. Information regarding the GRE is available from (609) 771-7670, (800) GRE-CALL, or www.gre.org. Information regarding the GMAT is available from (609) 771-3330, (800) GMAT-NOW, or www.gmat.org. Information may also be obtained from the Office of Career Services at Montclair State, (973) 655-5194. For general information about the Miller Analogies Test, contact The Psychological Corp., San Antonio, Texas 78204, (800) 622-3231.

Recommendations: Recommendations from at least two persons who are qualified to evaluate the applicant's promise of academic achievement are required for admission to all degree programs, except the program leading to certification as a school psychologist and the doctoral programs which require three recommendations.

Statement of Objectives: All students applying for admission are asked to provide a statement outlining their goals and purposes in the graduate study they wish to pursue.

International Applicants: As proficiency in spoken and written English is prerequisite to graduate study at Montclair State, TOEFL (Test of English as a Foreign Language) scores are required for all applicants who have degrees from institutions where English is not the language of instruction. TOEFL is administered world-wide by the Educational Testing Service (E.T.S.) of Princeton, New Jersey. Scores from this test should be sent to the Graduate School directly from E.T.S.. Please contact ETS or your local ETS representative for more information about the TOEFL. Additional information may also be found at the following web address: www.toefl.org. The ETS code for sending TOEFL score reports to Montclair State University is 2520.

The Graduate School does not evaluate international academic credentials. All international applicants must request a course-by-course evaluation from World Education Services (WES), P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, USA, (212) 966-6311; www.wes.org. A copy of the report must be sent by WES to the Graduate School at Montclair State University.

It is necessary for all non-citizens who have not earned a degree in the United States (or in an English speaking country) to take an English language proficiency test which is separate from the TOEFL. International students will be permitted to register only after results from this English test have been received. International students who earned undergraduate (or graduate) degrees in a country where English is not the official language are required to take the MSU ESL placement test and score at a level of IV or higher. Students who do not place at this level will be required to take ESL courses up to and including ESOL 154. Students will be issued an ESL checklist that specifies courses to be followed; graduate advisors will include this information on the student's work program. All ESL courses should be completed as quickly as possible and no later than the beginning of the third semester of graduate study.

Teaching Certificate: A copy of an applicant's teaching certificate(s) is required of all students seeking admission to a program leading to advanced certification or certification in an additional teaching field. Some graduate degree programs require applicants to submit copies of any teaching certificates. Please refer to the current graduate application form for specific information.

ADMISSION AND ENROLLMENT

Acceptance Procedure: Only complete application files are reviewed for admission, i.e. all required credentials are on file. Applicants who meet the standards for admission will be advised by letter from the Graduate School to meet with the appropriate advisor to complete the admission review process. Once the applicant meets with the appropriate advisor, final notice of the admission status is sent by letter from the Graduate School.

Matriculation: Students who are fully accepted into a degree program will be formally matriculated and given an official work program developed in conference with the graduate advisor. The student will receive official notification of matriculation from the Graduate School.

Deferred Matriculation: Applicants with inadequate undergraduate preparation may be admitted to study on a deferred matriculation basis with the understanding that eligibility for matriculation will be established in a manner prescribed by the department in which the student wishes to matriculate. Course work and other study undertaken to remedy the ability to do graduate-level coursework may be in addition to the regular program requirements.

Conditional Matriculation: Applicants with marginal qualifications may be admitted to study on a conditional matriculation basis with the understanding that eligibility for full matriculation will be established in a manner prescribed by the department in which the student intends to matriculate. Coursework and other study undertaken to demonstrate the ability to do graduate-level coursework may be in addition to the regular program requirements.

Non-Degree Students: Individuals who have a baccalaureate degree and want to enroll in particular courses without admission to a degree, certificate, or certification program may apply for admission as non-degree students. However, some degree programs (i.e., the Ed.D., the M.B.A., the M.F.A., and the M.A. in Communication Sciences and Disorders, Speech-Language Pathology concentration) do not allow non-degree students to enroll in program courses.

There are two classifications of non-degree: professional or general. The general non-degree classification is used for students who are not sure which graduate program to pursue but are interested in taking one or two classes. General non-degree students are eligible to take up to six credits of coursework. Students may only transfer a maximum of six credits of general non-degree coursework to a graduate degree program (12 credits for the MFA).

The professional non-degree classification is used for those students who are not interested in earning a graduate degree and belong to one of the following categories:

- seeking career advancement or professional development;
- satisfying accreditation/licensure requirements;
- applying for certification through the State of New Jersey; or
- taking undergraduate courses to prepare for a graduate degree program.

Admission on a non-degree basis does not imply acceptance in or eligibility for matriculation in any degree program. A maximum of six graduate credits may be applied toward a degree program (12 credits for the MFA).

Admission of Veterans: Veterans seeking admission to a graduate program should apply to the Veterans Administration (VA) for a certificate of eligibility and entitlement well in advance of the registration date. These forms may be obtained at the Office of Student Financial Aid located in College Hall, Room 321. Eligible veterans, dependents and reservists may apply to receive educational assistance while enrolled at Montclair State University. To qualify for VA benefits, students must matriculate in a degree program and maintain satisfactory academic progress. Please note that Veterans Administration education benefits are not payable for courses previously completed. Therefore, student-veterans who re-enter after having been dismissed are advised that VA benefits will not be paid for courses which received passing grades during the initial attendance period.

Undergraduate Seniors in Graduate Courses: Montclair State University undergraduate seniors within 16 semester hours of completing baccalaureate degree requirements, who possess at least a 2.70 grade point average and have taken all required prerequisites, may apply to take up to 6 hours of 500 level coursework for either undergraduate or graduate credit, if prior permission is granted through the Graduate School. A form to request permission is available in the Graduate School office.

Qualified undergraduates taking graduate courses for graduate credit must pay appropriate fees and tuition at the graduate student rates. Admission of an undergraduate to courses at the graduate level does not imply future acceptance into a graduate degree program.

Visiting Students: Graduate students matriculated at another college should consult the Schedule of Courses booklet, available from the Registrar's office, for the application form and details on how to register for courses. The application for visiting student status is submitted to the Graduate School for each term of registration requested by the student.

ACADEMIC POLICIES AND REGULATIONS

Policies and regulations governing graduate students at Montclair State University are found in a number of publications such as the Course Schedule Booklet and the Student Handbook, as well as the Montclair State website (www.montclair.edu). Some of the most relevant academic policies are listed here.

Audit Policy: To “audit” a course at Montclair State University is to attend class regularly, without the obligation of participating in classroom discussions, laboratory work, examinations, performances, or any class activity other than listening. A course may be audited under the following conditions:

1. Students auditing a course are required to establish eligibility for admission, register, and pay full tuition and fees.
2. A course may be audited on a space-available basis only and requires approval and signature of the department chairperson.
3. Montclair State’s attendance policy applies to audited courses.
4. Audited courses are considered as part of the student’s regular course load.
5. Audited courses do not carry academic credit.
6. Any student electing the audit option must complete an “Audit Application” and return it to the Office of the Registrar **prior to the end of the third week of classes** for regularly scheduled courses or its equivalent for short term and summer courses. An “audit” may not be changed to “credit”, nor a “credit” to “audit” after the first three weeks of the semester.
7. The student’s record will show a grade of “AU” for the course if the instructor certifies that the regulations, including required attendance, have been met.
8. A student who has audited a course may take the course at a later date for credit.

Course Load: Nine semester hours constitute a full-time course load. Graduate assistants are required to carry a minimum of six semester hours for full-time status, and to maintain their assistantship.

Course Numbering and Scheduling: Selected courses numbered from 400 through 499 are undergraduate courses. They may be taken for graduate credit only with the permission of the graduate advisor in the student’s major department and only to the extent approved by regulations governing graduate studies. At this time, no more than two courses for a master’s program may be numbered from 400 through 499. No courses numbered 400-499 may be applied to doctoral degree programs. Courses numbered below 400 are not acceptable for graduate credit.

Courses numbered 500 to 699 are open only to graduate students. (Refer to index for page number for section on Undergraduate Seniors in Graduate Courses.) Courses are scheduled in the late afternoon and evening during the fall and spring semesters for most programs. Summer Sessions graduate courses are scheduled in both the day and evening.

Courses numbered from 700 to 899 are doctoral-level courses. Courses numbered 800 and above are open only to matriculated doctoral students.

Grades and Standards: Effective fall semester 1989 the grading system for graduate courses at the 500 level or above, shall include:

A	=	4.0	C+	=	2.3	IP	In Progress
A-	=	3.7	C	=	2.0	WD	Withdraw
B+	=	3.3	C-	=	1.7	NC	No Credit
B	=	3.0	F	=	0.0	AU	Audit
B-	=	2.7	IN	Incomplete	RF	Repeated "F" Course	

Effective fall semester 1989, grades of "D+" and "D" or "D-" were eliminated as a possibility for graduate students in graduate courses.

The mark "F" signifies: (1) academic failure; (2) failure of the student to submit written notice of withdrawal; or (3) unofficial withdrawal after the mid-point in the semester. The mark "WD" is given to those who submit in writing their intention of withdrawing from a course before the midpoint of a semester.

The grade "IN" is intended to indicate that the student has not completed a portion of the course and that a grade is being withheld until the work is performed and approved. Students must enter into a formal contract with the faculty prior to the end of the semester, using the form available in the Office of the Registrar, which must be submitted by the faculty with the official grade roster. The "IN" if not replaced with a final grade by May 1st for fall incompletes and December 1st for spring and summer, will become an "F". Exceptions can be granted only upon petition to the appropriate College/School Dean.

A change of grade request from other than an "IN" grade must be processed by faculty and approved by the appropriate College/School Dean no later than the end of the next full semester following the semester in which the grade was earned. For students completing degree and certification programs, all required course work must be completed by the appropriate conferment/graduation date. The instructor must submit the final grade to the Office of the Registrar no later than 30 days thereafter in order for the diploma/certificate to be awarded. No changes will be made to the academic record beyond 30 days of the conferment/graduation date. The only exception to this policy is for Incomplete grades in electives beyond the number of credits required for the degree or program which may be changed according to the time frames for Incompletes as outlined above.

The grade "IP" is intended to indicate that a student is continuing to work toward completion of a course and is registering for subsequent courses to maintain continuous matriculation/enrollment.

For purposes of determining the grade point average (GPA) for graduation, academic probation and all other situations which require a specific GPA, Montclair State University maintains GPA's to three decimal places. No additional rounding will occur.

In order to qualify for the doctoral and master's degrees, a student must have a 3.000 grade point average within their program of study.

Graduate students who receive a grade of "F" are not permitted to repeat the course. The Dean of the Graduate School will have the discretion to make exceptions to this policy in special cases and extenuating circumstances. This policy became effective on September 1, 1997, and applies to all graduate students regardless of their date of entry to MSU.

If a course in which the student previously earned a grade of "C-" or higher at MSU is repeated at MSU (other than on an official Audit basis -- see section on Audit Policy) the second grade will be posted as "NC" (No Credit). It is the student's responsibility to ensure that his/her registration does not include ineligible courses.

Any student whose grades fall below 3.000 grade point average within the courses that make up their program of study will be placed on academic probation. Failure to obtain the required average within the prescribed period of time leads to final review which may result in the termination of graduate studies. A student may appeal such action in writing to the Dean of the Graduate School.

A degree student who receives three "C" grades (e.g. C, C+, or C-) in his/her academic program will be dismissed from the program. Dismissal actions will be made on a case-by-case basis by the Dean of the Graduate School in consultation with the student's graduate advisor.

Students can obtain their grades for any semester through WESS, Web Enrollment Services for Students, or through the telephone Voice Response System.

Grade Grievance Procedure: It is the responsibility of any student wishing to pursue an academic grade grievance involving a faculty member to first discuss the matter privately with the professor involved. In the event that the student is unable to contact the professor within a two week period, an appointment should be arranged through the departmental secretary for the first time available. The initiation of the student grade grievance must take place within three weeks from the beginning of the next regular (Fall or Spring) semester. For more information, and to see the entire Grade Grievance Procedure, please see the *Undergraduate and Graduate Student Handbook*.

Prerequisite Courses: It is the student's responsibility to satisfactorily complete a prerequisite course before scheduling a dependent course.

Registration Procedure: Registration is processed through WESS, the Web Enrollment Services for Students, or through the Voice Response System. Registration procedures, regulations, and deadlines can be found in each semester's Schedule of Courses book, obtainable from the Office of the Registrar or via the Internet from the MSU home page, www.montclair.edu, by selecting **Courses and Catalogs**.

Restrictions for Graduate Credit: No credit is granted toward the Master of Arts degree for certain 400 level courses which are required for instructional certification.

Courses taken ten or more years prior to the date of the student's matriculation will not be accepted for credit toward the master's degree, except upon recommendation to the Graduate School by the major department.

Credit is not allowed for courses taken on an audit basis.

It is the obligation of each student to ensure that no course undertaken for graduate credit duplicates a course previously taken by that student. Courses may not be taken more than once for credit regardless of any change in the course number or title.

Time Limit: Requirements for all master's degrees except the Master of Business Administration must be completed within six years from the date of matriculation unless there is an approved extension. In the case of the MBA, students must complete this program within eight years of the date of matriculation unless there is an approved extension. Doctoral students are required to complete all degree requirements within ten years. All requirements for post-baccalaureate/post-master's degree certification programs must be completed within five years of the date of matriculation. Students enrolled

in graduate certificate programs must complete all requirements within three years. Written applications for extension will be reviewed and evaluated by the Graduate School on the basis of the student's progress toward the degree and in accordance with established graduate policy at the time of application. The Dean of the College/School involved will be consulted in reaching a decision.

Transfer Credit: No more than six semester hours of credit may be allowed for courses completed at Montclair State prior to matriculation for the master's degree, except in special circumstances as approved by the Graduate School.

A student may transfer up to six semester hours of graduate credit (12 credits for the MFA) previously earned at an accredited college or university toward a degree program at Montclair State University. Students in the MBA program are limited to transfer credit from AACSB accredited institutions only. The student must obtain approval from the department graduate advisor at the time of admission and from the Graduate School. These credits must not have been previously applied to any degree, and are not more than ten (10) years old. This approval must be noted on the student's work program.

No graduate credit is allowed for courses taken at other colleges while the student is enrolled at Montclair State unless the student obtains prior approval from the appropriate academic advisor and the Graduate School. A form for this purpose is available in the Graduate School and should be completed well before the transfer credit is needed. Students are limited to a total of six semester hours of transfer credit after matriculation in a Master's degree program.

Doctoral students may request that up to a third of the required semester hours for the Program be transferred into their doctoral program from coursework completed prior to their matriculation either from Montclair State University or another accredited university. These courses must have been taken for graduate credit, cannot be more than five (5) years old, and cannot have been used toward another degree.

Grades below B are not accepted for transfer credit, nor are courses below graduate level in the originating institution. Grades earned at other institutions are not included in the MSU cumulative grade point average.

GRADUATION REQUIREMENTS

Program of Study: A minimum of thirty-two semester hours of graduate credit is required for all master's degree programs. A minimum of sixty credits is required for all doctoral programs. Additional hours may be required to satisfy prerequisites or special programmatic purposes.

Students are required to complete the curriculum prescribed in the University catalog in effect, or as reflected in the academic work program, when they matriculate. Graduate students are required to maintain a grade point average of 3.000 within the courses that make up their program of study. A graduate student cannot present more than two grades of "C" (e.g. C, C+, or C-) toward their degree at final audit. Inquiries pertaining to an individual's program of studies should be referred to the appropriate academic or faculty advisor. It is the student's responsibility to meet all graduation requirements.

Degree, certification, and certificate candidates are required to file an Application for Final Audit with the Office of the Registrar prior to the intended graduation date. All degree requirements must be completed by the respective graduation dates.

All degree students with the exception of MBA students must pass a comprehensive experience in their field. These include: comprehensive examinations (written and oral), theses, written projects, treatises, capstone courses, culminating activities, fieldwork, field projects, and internships. Some programs may require more than one comprehensive experience (e.g. comprehensive examination and written project). It is the student's responsibility to be familiar with the comprehensive experience requirement(s) of their program of study.

Thesis and Dissertation: Those interested in or required to write a thesis or dissertation must obtain a copy of the Guidelines from the Graduate School or their major department, and consult the graduate advisor before beginning any part of the process. Students are responsible for following these guidelines in selecting an advisor and a topic, registering, completing, and typing the thesis or dissertation, defending, and applying for graduation. The Approval for Writing a Master's Thesis or Doctoral Dissertation must be signed by all parties concerned and the appropriate section turned in at the initial registration with an outline of the thesis or dissertation attached. There will be no registration for thesis or dissertation without written permission.

Comprehensive Examination: The comprehensive examination is open only to fully matriculated students in good standing and is usually administered once in the fall semester and once in the spring semester by the individual program departments. Students should check with their departmental graduate advisor to determine the date and time of the examination.

It is the student's responsibility to file the Notification for Comprehensive Examination form with the appropriate department at the beginning of the semester the examination is to take place. The form is available in the Graduate School or departmental offices.

Students who fail the departmental comprehensive examination are allowed to retake it twice but must reapply each time as described above.

Application for Final Audit: It is the student's responsibility to complete the curriculum prescribed in the University catalog in effect, or as subsequently modified, when he/she matriculates.

Students who will be completing their curriculum requirements for degrees, teacher certification, or Post-BA certificates must file an Application for Final Audit in the Office of the Registrar. In order to be evaluated for completion of requirements, students must adhere to the following deadlines:

June 1 for the following January graduation

October 1 for the following May graduation

March 1 for the following August graduation

Prior to the final opportunity to change registration for the final semester, the student will be mailed a copy of the final audit listing requirements that must be completed in order to meet the intended date of graduation. Students should confirm receipt of their **Application for Final Audit** by the Office of the Registrar by consulting the list posted outside the office during the month immediately following the filing deadline.

Commencement and Diploma: Commencement exercises are held in the spring of each year. In addition to the May degree candidates, students who have earned degrees in the preceding January or August will be invited to participate in the spring commencement exercises.

Diplomas will be mailed by the Office of the Registrar to those students who are academically clear and have no outstanding financial obligations to the University.

Certification (Teacher): Master's degree candidates and Post-BA certification candidates who have been evaluated through the Office of the Registrar for New Jersey certificates must complete an Application for Certification and pay the required fees (in person in the Office of the Registrar) during the following periods:

October 15 to November 15 for January graduation

March 15 to April 15 for May graduation

July 1 to August 1 for August graduation

Certificates will be sent to students from the State Department of Education in Trenton.

New Jersey Teacher Testing Program: The New Jersey State Board of Education and the University require that applicants for most certificates pass the appropriate Praxis II test. Printed information about the test requirement is available by calling the New Jersey State Department of Education at (609) 292-2070. This information is also posted on the bulletin board outside room 103, Chapin Hall.

Other Certification: Students seeking certification through professional associations (e.g. American Dietetic Association, National Association of Music Therapy, Inc.) should apply directly to the appropriate association.

TUITION AND FEES

The rates for tuition and fees listed below represent 2003-2004 rates. Rates are subject to change, without prior notice, by action of the Montclair State University Board of Trustees.

Tuition: (per semester hour of credit)

Graduate Students: New Jersey Resident	\$323.37
Graduate Students: Non-Resident of New Jersey	\$468.54
MBA Students: New Jersey Residents	\$364.49
MBA Students: Non-Resident of New Jersey	\$487.66
MBA Students: Off-Site Programs	\$400.00
MFA Students: New Jersey Residents	\$360.97
MFA Students: Non-Resident of New Jersey	\$517.02
Doctoral Students: New Jersey Resident	\$376.01
Doctoral Students: Non-Resident of New Jersey	\$512.77

Fees:

Computer Technology Fee (per semester hour of credit)	\$ 5.30
Facilities Fee (per semester hour of credit)	\$ 8.05
General Service Fee (per semester hour of credit)	\$ 9.55
Student Union Building Fee (per semester hour of credit)	\$ 11.00
Wellness Fee (per semester hour of credit)	\$ 5.50
Recreation Fee (per semester hour of credit)	\$ 2.70
Transportation Fee (flat fee, per registration)	\$ 15.00
Late Registration Fee for all students who register after the regular registration period (non-refundable fee)	\$ 50.00
Late Payment Fee - If payment is not received by the due date specified on the bill, a late fee will be charged.	
Older Adult Program Fee (non-refundable)	\$ 40.00
International Student Fee	\$ 60.00
Internship Fee (covers general liability insurance)	\$ 15.00
Visiting Student Processing Fee	\$ 25.00
Special Course Fees (Variable)	\$10.00 - \$400.00
Graduate students registering for applied music courses and private study in composition pay regular tuition and fees, plus \$400 per applied music course.	

In order to qualify for the in-state tuition rate, the student/parent must have resided within the State of New Jersey for a continuous period of twelve months prior to first enrolling at Montclair State University. Those students who do not meet the preceding criteria may still qualify for the in-state tuition rate provided the student/parent can document that residency in the State of New Jersey is not for the sole purpose of attending Montclair State University. Requests for in-state tuition rates must be made in writing. A list of approved supporting documentation can be obtained from the University Bursar's office, College Hall, room 218c. The University's determination regarding eligibility for in-state tuition rates is final.

Parking

(Decals purchased are valid from September 1, 2003 through August 31, 2004.)

Automobile or truck or motorcycle \$50.00

Application for Graduate Admission (non-refundable fee) \$60.00

Application for Admission to Doctoral program

(non-refundable fee) \$60.00

Application for Certification (non-refundable fee)

Per each New Jersey Administrative, Educational Services or Instructional Certificate
(depending upon the specific certificate) \$50.00 or \$60.00

Transcripts

Per copy (MSU undergraduate and graduate records for the same student are
considered one copy) \$ 6.00

Same day processing service is available at a charge of \$12.00 for the first copy and
\$8.00 for each additional copy on that day.

Payment

Payment to Montclair State University may be in the form of cash (if paying in person
at the Cashier's Office, CO 216), money order or personal or certified check. Checks
and money orders are payable to Montclair State University and must be drawn from
a United States financial institution. To enroll in a payment plan or pay by credit card
(MasterCard, Visa, Discover or American Express), contact Tuition Management
Systems at 1-800-722-4867 or www.afford.com.

Refund and Withdrawal

Withdrawal and refund dates are published in the Schedule of Courses book for the
fall and spring semesters and in the Summer Sessions catalog for the summer
sessions. Upon withdrawal, tuition and fees will be refunded according to the
schedule listed below and on a course by course basis.

- Tuition and fee charges are refunded in full if classes are discontinued by
University authorities.
- **100% refund** if official student withdrawal is during the first week of classes for full
term courses and prior to the third class meeting for all short term or mini courses.
- **50% refund** if official student withdrawal is after first week but during first third of
course.
- **No Refund** if official student withdrawal is after first third of course.

In computing refunds, the percentage of refund is based on the date on which the
Office of the Registrar receives written notice of withdrawal from the student (or
the date of the U.S. postmark for those received through the U.S. Mail) and not on
the circumstances which necessitate withdrawal.

No withdrawals are accepted after the midpoint of the course.

FINANCIAL AID

Several kinds of financial aid are available to graduate students who meet all admission requirements. Some of these sources provide an opportunity for desirable professional experience as well. Conditions for assistantships, loans and other financial aid are subject to change.

Graduate Assistantships: Graduate Assistants for master's degree students are expected to contribute an average of 15 hours per week during a 10-month academic year covering September 1 to June 30. They may be given assignments or other duties which are directly associated with their department's educational responsibilities.

A stipend of \$5,000 plus waiver of all University-wide fees and tuition for all graduate level courses required to complete individual degree programs are included as part of the assistantship. Graduate Assistants are defined as full-time students if registered for at least 6 semester hours. The Registrar is authorized to certify this full-time status. For an application, contact the Graduate School. Deadline for application is March 1st for the next academic year.

Graduate Assistants must be fully matriculated into a graduate degree program at Montclair State prior to their appointment and must maintain a satisfactory academic status while serving as a Graduate Assistant.

Doctoral Assistantships: Assistantships at the doctoral level are diverse in nature and encompass a wide variety of responsibilities and duties while allowing students to achieve their academic goals.

Assistantships are awarded for one full academic year, beginning September and ending June 30. Only students fully accepted (matriculated into a doctoral degree program at Montclair State University) are eligible for an assistantship at the doctoral level. Doctoral Assistants receive a waiver of tuition and college-wide fees, plus a ten month stipend in return for working an average of 20 hours per week. For more information, please visit our web site at: <http://www.montclair.edu/graduate/ssogradassis.shtml>

Graduate Assistantships in Residence Life: Opportunities are available for graduate students to work as assistants to Residence Hall Directors and other functional areas with the Department of Residence Life including Programming/Community Facilities Operations. These Graduate Assistants serve as professional staff members within the residence halls, assist with educational programming and assist with evaluating MSU's residence facilities

There is a monetary stipend, furnished on-campus bedroom, a partial meal plan, plus tuition remission. Additional stipend will be provided for assigned duties during summer conference and special projects.

Further information is available from the Associate Director, Office of Residence Life, fourth floor, Bohn Hall, (973) 655-5188 or (973) 655-4155.

We encourage graduate applicants who are accepted at Montclair State University in the fields of counseling, psychology, or communication, and with any prior experience as an undergraduate within Residence Life or student activities, to participate in our Residence Life Program.

The Graduate Assistants, as well as the full time Residence Hall Directors, play an important role in the administration of our residence hall program.

The following programs are administered by the Office of Student Financial Aid. All inquiries should be directed to (973) 655-4461.

PROGRAM DESCRIPTIONS:

Federal Subsidized Stafford Loan: Montclair State University participates in the New Jersey Sponsor Federal Family Loan Program. Applicants must demonstrate financial need. The maximum amount of a subsidized loan is limited to \$8,500 annually for fully matriculated Masters' candidates and \$5,500 for deferred Masters' candidates and Teacher Certification candidates, and doctoral candidates. Conditionally matriculated Master's students are not eligible for any federal subsidized Stafford Loans. In addition, students eligible for the interest subsidy from the federal government may also receive an unsubsidized Stafford Loan to equal \$18,500 for Masters' candidates and \$10,500 for deferred matriculated Masters' and Teacher Certification candidates. There is no interest charged while attending Montclair State, but it is charged at the time of repayment. The interest rate is variable, but is capped at 8.25%. Repayment is deferred during at least half-time enrollment. The student is permitted one, six-month grace period once half-time enrollment is discontinued or terminated.

Federal Unsubsidized Stafford Loans: These loans are available to students who do not meet the eligibility criteria for the federal interest subsidy. Masters' candidates are eligible for combined subsidized and unsubsidized loan of \$18,500 annually. Masters' candidates who are not fully matriculated and/or Teacher Certification candidates are eligible for a maximum combined subsidized and unsubsidized Stafford of \$10,500 annually. Conditional matriculated Master's students are not eligible for any federal unsubsidized Stafford Loans. Interest accrues while the student is in attendance. The interest rate is variable, capped at 8.25%. Repayment of principal is the same as the subsidized Stafford loans.

New Jersey College Loans to Assist State Students (NJCLASS): NJCLASS is a loan program administered by the New Jersey Higher Education Student Assistance Authority (HESAA) which also acts as a lender. Students may borrow up to the COST OF ATTENDANCE in this Loan Program. Credit history is considered for eligibility. A co-signer may be required. Interest accrues while student is in attendance. Students may select an active repayment or deferred principal repayment option. Those who defer repayment must maintain at least half-time status. NJCLASS loans are an alternative to unsubsidized Stafford loans. Students who are not in academic programs eligible for Federal Stafford Loan funding may be eligible to receive a NJCLASS loan.

Federal Work-Study: Graduate students may apply for part-time jobs in the University at an hourly rate under the Federal Work-Study program. Students must demonstrate financial need.

Educational Opportunity Fund Grants (EOF): Residents of New Jersey who received undergraduate EOF grants, or who were qualified for EOF but did not attend undergraduate colleges with EOF programs, may apply for EOF grants. Those interested should contact the EOF Office at (973) 655-4384.

Eligibility: Students must meet all established eligibility criteria for financial aid funds. Financial aid recipients must maintain at least half time (5 credits per semester) status. In addition, applicants must be accepted into an eligible institutional program for Title IV Loans on a program specific basis. The following chart provides information About this regulation.
Note: Regulations regarding student eligibility are subject to change without notice.

Who may borrow?

How much can I borrow and under which program?

<ul style="list-style-type: none"> • Matriculated Ed.D., MA, MAT, MBA, MEd, MFA, and MS students. 	<p>Federal Stafford Loan: subsidized (max \$8,500) and unsubsidized combined, up to \$18,500 but not more than the cost of attendance. Loan limits are lower for part-time students.</p> <p>NJCLASS Loan: may borrow up to the cost of attendance minus other financial assistance; co-signer may be required. Priority will be given to those who file the FAFSA; the NJCLASS loan will be awarded on an appeal basis.</p>
<ul style="list-style-type: none"> • Deferred-matriculation master's students can borrow for one academic year. • Teacher Certification 	<p>Federal Stafford Loan: subsidized (max \$5,500) and unsubsidized combined up to \$10,500 but not more than the cost of attendance. Loan limits are lower for part-time students.</p> <p>NJCLASS Loan: may borrow up to the cost of attendance minus other financial assistance; co-signer may be required. Priority will be given to those who file the FAFSA; the NJCLASS Loan will be awarded on an appeal basis.</p>
<ul style="list-style-type: none"> • Graduate students in all other certificate programs (Administrative and Educational Services Certificates) 	<p>NJCLASS Loan: may borrow up to the cost of attendance minus other financial assistance; co-signer may be required. Priority will be given to those who file the FAFSA; the NJCLASS Loan will be awarded on an appeal basis.</p>
<ul style="list-style-type: none"> • Paralegal Certificate 	<p>Federal Stafford Loans: subsidized (max \$5,500) and unsubsidized combined, up to \$10,500 but not more than the cost of attendance up to 24 semester credit hours. Loan limits are lower for part-time students.</p> <p>NJCLASS Loan: may borrow up to the cost of attendance minus other financial assistance; co-signer may be required. Priority will be given to those who file the FAFSA; the NJCLASS Loan will be awarded on an appeal basis.</p>
<ul style="list-style-type: none"> • Second BA and BS students (undergraduate loan limits apply) 	<p>Federal Stafford Loans: annual allowable maximum according to grade level (subsidized and unsubsidized combined); cannot borrow more than the aggregate maximum for undergraduate study.</p> <p>Federal PLUS Loan: parents of dependent students may borrow up to the cost of attendance minus other loans.</p> <p>NJCLASS Loan: may borrow the cost of attendance minus other financial assistance; co-signer may be required. Priority will be given to those who file the FAFSA; the NJCLASS Loan will be awarded on an appeal basis.</p>
<ul style="list-style-type: none"> • Non degree program students, • Students with incomplete admission status, • Conditionally matriculated students, OR • ADA and Music TherakY Certification and students seeking an additional certification 	<p>Not eligible for any financial aid including student and parent loans.</p>

Satisfactory Academic Progress: All graduate students who receive financial aid administered by the Financial Aid Office must maintain "satisfactory academic progress" as defined by the University.

The FAFSA (Free Application for Federal Student Aid) form is used to determine eligibility for all Student Loans and the Federal Work-Study Program. The FAFSA is available from the Financial Aid Office. Students who have a Renewal FAFSA application may complete that form. To complete the form on line, go to: www.fafsa.ed.gov.

In order to receive award notification for Fall semester billing the **FAFSA** must be filed by **March 1** of the prior academic year.

International Students (Non-Resident Tuition Waiver): A remission of non-residential tuition may be made to active students from other countries who demonstrate financial need. Those interested should apply by November 1 for the following spring semester and by May 1 for the following fall semester. For further information and/or applications please contact the International Student Advisor at (973) 655-4253.

Part-Time Employment: Career Development Center, located in the Academic Success Center, third floor, (973) 655-5194, lists thousands of part-time, summer, and temporary positions each year. Graduate students may check current listings between 8:30 a.m. and 4:30 p.m., Monday through Friday and on Monday and Thursdays until 7 p.m. during the semester. In addition, they can confer with a career counselor, attend seminars on job hunting, and access the computerized job listing services via the Career Development website.

Veterans Benefits: The Office of Student Financial Aid provides information and advice to students regarding federal and state Veterans Administration (VA) benefit programs. Eligible veterans, dependents and reservists, may apply to receive educational assistance while enrolled at Montclair State University. To qualify for VA benefits, students must matriculate in a degree program and maintain satisfactory academic progress. Please note that VA education benefits are not payable for courses previously completed. Therefore, student-veterans who re-enter after having been dismissed are advised that VA benefits will not be paid for courses which received passing grades during the initial attendance period. If a veteran adds, drops, or withdraws from a course he or she should immediately forward a copy of the appropriate form to the Student Financial Aid Office. For further information contact the Student Financial Aid Office, CO-321, College Hall; telephone (973) 655-4462.

Scholarships:

(For a complete list of scholarships available to graduate and undergraduate students, consult the current undergraduate catalog, available in the Office of Admissions.)

Graduate Studies

HAROLD C. BOHN FELLOWSHIP

Amount: Varies

Criteria: MSU senior who shows promise in any academic discipline and presents a bona fide plan for graduate study.

Contact: Dean of Students

WILLIAM P. DIOGUARDI FELLOWSHIP

Amount: Varies

Criteria: Graduating MSU senior with a minimum 2.80 cumulative GPA who competed in intercollegiate athletics as a member of a varsity team and has been accepted into a post-baccalaureate degree program at Montclair State University.

Contact: Director of Athletics

SAUL AND ADELAIDE GOLDFARB GRADUATE SCHOLARSHIPS

Amount: The scholarships include awards ranging from \$1,500 to \$7,000 per year, which must be used for tuition remission.

Criteria: The Saul and Adelaide Goldfarb Graduate Scholarships are available to qualified new students at Montclair State University who have not previously earned a master's degree. To be eligible, students must have accumulated 8 credits or less and be fully matriculated into a graduate degree program either on a full- or part-time basis.

Contact: Graduate School (Application deadline: April 1 each year.)

ALBERT WANG THESIS SCHOLARSHIP

Amount: Up to \$2,000

Criteria: Fully matriculated full- or part-time doctoral students at Montclair State University who are enrolled in courses for dissertation advisement for the semester of the award. Must maintain a minimum of 3.0 GPA.

Contact: Dean, Graduate School

Biology and Molecular Biology

AL STEIN AWARD

Amount: Varies

Criteria: Graduate students pursuing a degree in a program offered in the Biology and Molecular Biology Department. Minimum 3.00 cumulative GPA.

Contact: Chair, Biology and Molecular Biology

College of Education and Human Services

ANNE KIRBY MEMORIAL SCHOLARSHIP

Amount: Varies

Criteria: Matriculated M.Ed. or M.A.T. students preparing for a career in teaching. Must have completed 9 credits of graduate work in good academic standing.

Contact: Dean, College of Education and Human Services.

MIANO GRADUATE SPECIAL EDUCATION SCHOLARSHIP

Amount: \$1,000

Criteria: Graduate student enrolled in a program leading to work with children who have Pervasive Developmental Disorders. Must have completed 18 semester hours of graduate course work with a 3.5 GPA at MSU.

Contact: Director, Psychoeducational Center

NICHOLAS AND SUSAN MICHELLI MEMORIAL AWARD

Amount: \$500 tuition scholarship.

Criteria: A \$500 tuition scholarship awarded to a student who demonstrates a commitment to a career in urban education.

Contact: Dean, College of Education and Human Services

ALLAN AND MARGUERITE D. MOREHEAD SCHOLARSHIP AWARD

Amount: \$1,600 tuition award.

Criteria: A \$1,600 tuition award presented to a full-time student from the inner city or one who is committed to teaching in an inner city school after graduation. Preference is given to Paterson residents.

Contact: Dean, College of Education and Human Services

PHI DELTA KAPPA SCHOLARSHIP

Amount: Varies. Usually two awards covering cost of one graduate course.

Criteria: Matriculated student in an education master's degree program.

Contact: Dean, College of Education and Human Services

College of Humanities and Social Sciences

DR. HARRY BALFE II SENIOR AWARD

Amount: Varies

Criteria: Graduating senior or recent graduate from the College of Humanities and Social Sciences who has been accepted to law school and has a minimum cumulative GPA of 3.2.

Contact: Chair, Legal Studies

College of Science and Mathematics

MARGARET AND HERMAN SOKOL AWARD FOR INTERNATIONAL GRADUATE STUDY/RESEARCH

- Amount:** \$5,000 (\$2,500 per semester)
- Criteria:** Graduate student matriculated in a science program offered by College of Science and Mathematics, who has completed at least 64 semester hours at MSU, with at least 24 semester hours completed in a scientific major, and completed at least 6 semester hours in a foreign language or demonstrate language equivalent proficiency.
- Contact:** Dean, College of Science and Mathematics

MARGARET AND HERMAN SOKOL GRADUATE FELLOWSHIP IN CHEMISTRY

- Amount:** \$10,000
- Criteria:** Senior chemistry major pursuing a doctorate in chemistry or a closely allied field at an approved graduate school. Must show academic excellence and potential for success in doctoral studies and research.
- Contact:** Chair, Chemistry and Biochemistry

Communication Sciences and Disorders

HAROLD M. SCHOLL SCHOLARSHIP

- Amount:** \$250
- Criteria:** Matriculated graduate student in the Department of Communication Sciences and Disorders who has completed 15 credits and has a minimum GPA of 3.5 in the major. Must show potential for making an outstanding contribution in the field of language and learning.
- Contact:** Chair, Communication Sciences and Disorders

MARYANN PEINS SCHOLARSHIP

- Amount:** Varies
- Criteria:** Matriculated graduate students enrolled in the Department of Communication Sciences and Disorders with a concentration in Speech-Language Pathology. Must have completed 15 credits in the Department with a GPA of 3.50 in the major. Must provide evidence of participating in professional activities or community service relating to communication disorders. Must show potential for success in doctoral studies and research in communication disorders.
- Contact:** Chair, Communication Sciences and Disorders

Communication Studies

ELLEN KAUFFMAN TRAVEL GRANT FUND

- Amount:** Varies
- Criteria:** Undergraduate and graduate student majoring in a program offered by the Department of Communication Studies or Theatre and Dance; minimum GPA of 3.0 in major courses.
- Contact:** Chair, Communication Studies or Theatre and Dance

English

MARY BONDON SCHOLARSHIP

Amount: \$1,500

Criteria: *Qualified English Department graduate student pursuing a teaching career in English Literature.*

Contact: *Chair, English*

LAWRENCE H. CONRAD MEMORIAL SCHOLARSHIP

Amount: *Varies*

Criteria: *MSU graduate, pursuing a graduate degree in American Literature or Creative Writing at the University. Selection based on value of thesis proposal and financial need.*

Contact: *Chair, English*

French, German, and Russian

FRENCH DEPARTMENT SCHOLARSHIP FOR GRADUATE STUDY

Amount: \$1,000

Criteria: *Student who shows financial need and demonstrates merit.*

Contact: *Chair, French, German, and Russian*

International Students

JAMES AND ELIZABETH MILLARD SCHOLARSHIP

Amount: *Varies.*

Criteria: *Fully matriculated full-time undergraduate or graduate students in good academic standing who have come to study at MSU from the West Indies. Financial need will be a consideration in the awarding of this scholarship. Preference will be given to students majoring in Broadcasting.*

Contact: *Director, International Student Services*

Mathematical Sciences

AUDREY VINCENTZ LEEF SCHOLARSHIP

Amount: *Varies.*

Criteria: *Fully matriculated full-time or part-time, undergraduate or graduate students in good academic standing who are enrolled in at least one mathematics course. Candidates must provide evidence of financial need and must have completed the Free Application for Federal Student Aid (FAFSA) form with results on file at MSU.*

Contact: *Chair, Mathematical Sciences*

MAX A. SOBEL FELLOWSHIP

Amount: *Amount and frequency varies.*

Criteria: *Graduate student in mathematics education; nominated by mathematics education faculty.*

Contact: *Chair, Mathematical Sciences*

WESTERDAHL SCHOLARSHIP

- Amount:* Tuition Waivers (maximum of 4 courses) Book/Equipment/Travel Awards (maximum of 4 courses)
- Criteria:* Awards are for graduate education in mathematics and/or mathematics education.
- Contact:* Graduate Advisor, Mathematical Sciences

Music

FRANK AND LYDIA BERGEN FOUNDATION SCHOLARSHIP HONORING JEAN HOOPER

- Amount:* \$5,000
- Criteria:* Outstanding and talented undergraduate or graduate music students. Recipient must demonstrate financial need and/or a talent which will enhance the department's program.
- Contact:* Chair, Music

DAVID OTT FELLOWSHIP

- Amount:* A total of \$4,000 awarded at the rate of \$1,000 per semester.
- Criteria:* Incoming fully matriculated graduate student enrolled in the Music Therapy Program. Recipient must remain a matriculated student in good standing.
- Contact:* Coordinator, Music Therapy Program

School of the Arts

JOHN AND ROSE CALI SCHOLARSHIP FOR THE ARTS

- Amount:* Varies
- Criteria:* Prospective or currently enrolled full-time or part-time undergraduate or graduate students enrolled in the School of the Arts. Must have a minimum GPA of 2.5.
- Contact:* Dean, School of the Arts

DONALD AND JUDITH MILLER SCHOLARSHIP FOR FINE ARTS

- Amount:* Varies
- Criteria:* Prospective or currently enrolled full-time undergraduate and graduate African American and Latino students enrolled in the Art and Design Department of the School of the Arts. Must have a minimum GPA of 2.5 at the time of application.
- Contact:* Dean, School of the Arts

ARTHUR NEWMAN MEMORIAL FUND

- Amount:* Varies
- Criteria:* Undergraduate or graduate students enrolled in programs offered through Montclair State University's School of the Arts to participate in programs or activities which will provide professional development in the arts.
- Contact:* Dean, School of the Arts

F. PAUL SHIELDS FUND

Amount: Varies

Criteria: Full-time student in the Master's of Fine Arts program at MSU. Based on academic achievement, student must maintain a minimum GPA of 3.2 and provide evidence of demonstrated leadership and participation in extra curricular activities.

Contact: Chair, Art and Design

School of Business

SOVEREL BOOK AWARD

Amount: \$200-\$400

Criteria: Undergraduate or graduate student in one of the programs within the School of Business who is an employee of a banking organization in the community.

Contact: Dean, School of Business

Special Education

MIANO GRADUATE SPECIAL EDUCATION SCHOLARSHIP

Amount: \$1,000

Criteria: Graduate student enrolled in a program leading to work with children who have Pervasive Developmental Disorders. Must have completed 18 semester hours of graduate course work with a 3.5 GPA at MSU.

Contact: Director, Psychoeducational Center

Theatre and Dance

ELLEN KAUFFMAN TRAVEL GRANT FUND

Amount: Varies

Criteria: Undergraduate and graduate student majoring in a program offered by the Department of Communication Studies or Theatre and Dance; minimum GPA of 3.0 in major courses.

Contact: Chair, Communication Studies or Theatre and Dance

DENNIS K. McDONALD SCHOLARSHIP AND AWARD IN THEATRE

Amount: \$100

Criteria: Theatre graduate student with a minimum of 3.0 GPA in theatre courses. Must exhibit performance quality, professional potential, evidence of continued development.

Contact: Chair, Theatre and Dance

STUDENT SERVICES

Alumni Association: All graduates of Montclair State University are lifetime members of the Alumni Association (MSUAA), a not-for-profit organization that has served MSU graduates since 1910. All alumni are invited to social gatherings, reunions, career networking events and job fairs. A graduate will be able to keep in touch with classmates through the on-line community, and receive campus news through an e-newsletter and the alumni magazine, ALUMNI LIFE, which features class notes and campus news. A graduate may choose to carry the MSU credit card (through MBNA) or purchase insurance through the Association.

An alumni will also have opportunities to give back to MSU in a variety of ways: as a mentor for current students, or as a volunteer on such days as Move-In Day. Alumni will be encouraged to provide financial support each year to the Alumni Annual Fund, which goes toward scholarships, on-line services, campus improvements and alumni events. In addition to supporting the greatest needs of the University, a gift to the Alumni Annual Fund gives a graduate access to the Sprague Library, the computer labs and athletic facilities; the membership card provides discounts for theatre and game tickets, and reduced prices at the University bookstore.

The Alumni Relations offices are located on the second floor of the Alumni House at 34 Normal Avenue, across from Sprague Field. Telephone: (973) 655-4141.

Auxiliary Services: The Office of Auxiliary Services, located in College Hall, Room 311B, represents the University for services contracted from outside sources such as the University Store, all campus dining services and vending operations. The Office of Auxiliary Services also administers "Red Hawk Dollars", the University's debit card, campus photocopying, and the convenience copier operation. For more information, please call (973) 655-7431.

Bookstore: The University Bookstore is located on the lower level of the Student Center. Normal hours of operation are Monday through Thursday, 8:30 a.m.- 8:00 p.m., Fridays, 8:30 a.m.- 4:00 p.m., and Saturdays, 10:00 a.m. - 2:00 p.m. The hours shown are for the fall and spring semesters. Extended hours are available at the beginning of each semester. Telephone (973) 655-5460.

The bookstore carries required textbooks and supplies as well as a wide variety of other merchandise. In many cases, textbooks are available for purchase several weeks prior to the beginning of the semester. It is recommended that students bring their course schedules to the bookstore to aid in the selection of books, which should be purchased early. During the fall and spring semesters, undamaged books may be returned within 15 calendar days of the first day of class provided that students produce sales receipts. "Red Hawk Dollars", the University debit card, may be used in the bookstore. Contact the Office of Auxiliary Services at (973) 655-7431 for further information. The bookstore can also be reached on their website: www.montclair.bkstr.com.

Campus Ministry: The Montclair State University campus is served by a number of professional campus ministers, ordained chaplains and advisers representing major religious denominations who support their efforts here. Together they form the Campus Ministry Council (CMC) in liaison with the Dean of Students, as an ex-officio member of the CMC.

Student-led religious organizations, chartered by the SGA, Inc., serve the campus as well. While groups do meet on campus for religious celebrations, MSU does not have a House of Worship. However, there are many local places of worship which are listed in the Student Handbook.

The Chi Alpha Christian Fellowship is a national organization of students in higher education who unite to express the person and claims of Jesus Christ to the campus community and call others into relationship with him. The campus minister can be reached at (973) 655-4258, Student Center Annex, Room 122.

The InterVarsity Christian Fellowship is an evangelizing, student-led fellowship that seeks to aid students in their growth as obedient disciples of Jesus Christ and in their proclamation of Christ to the campus. The campus minister can be reached at (973) 655-4258, Student Center Annex, Room 122.

The Jewish Student Union is a social, cultural, and religious organization which offers varied activities to the entire University community throughout the year. The JSU is affiliated with the Jewish Student Services of Metropolitan New Jersey. The student advisor and can be reached at (973) 655-5280, Student Center Annex, Room 123. The Jewish Chaplain can be contacted through the JSU office (973) 655-5280.

The Montclair Protestant Foundation is an ecumenical ministry open to all students. The Montclair Protestant Foundation is an affiliate of New Jersey Higher Education Ministries. The Protestant Chaplain can be reached at (609) 978-9104.

The Newman Catholic Campus Ministry comes together for spiritual, educational, and social growth. The Newman Catholic Center, focus for many activities, is located at 894 Valley Road. It has a prayer chapel open weekdays. Mass is celebrated on campus Sundays, Holy Days, and during the week. The campus minister can be reached at (973) 746-2323 or (973) 655 7240, or faxed at (973) 783-3313.

Career Development Center: Career development is a lifelong process built on self-understanding, exploration of career interest, and acquiring skills in locating employment opportunities. The Career Development Center assists students with all phases of the career decision-making process. Students acquire skills to choose a major, find part-time work while attending school, plan long-term career goals and obtain full-time work after graduation.

Individualized counseling and testing help students learn more about themselves and the connection between their values, skills, interests and the world of work. Workshops are designed to teach student to write effective resumes, conduct successful interviews, and use the Internet for the job search. Other services include career fairs, web-based job listings and a career library.

The office has a library with extensive information about careers, employers and employment trends. Students also are urged to visit the office home page at <http://www.montclair.edu/careerservices/> to learn about current office programs, graduate schools, financial aid, information for students with disabilities, the alumni network, job listings all over the country and much more.

Career Development is located in the Academic Success Center, Morehead Hall, Room 337 and is open Monday through Friday, 8:30 a.m. to 4:30 p.m. During the semester the office remains open on Monday and Thursdays until 7:00 p.m. Appointments with the counseling staff may be made by calling (973) 655-5194.

Child Care Center: The Child Care Center has been designed to be an exciting, inviting place where children can explore a wide variety of materials and activities. The Center houses four classrooms in which developmentally appropriate programs are provided for children ages 3 months through 6 years. The Center may be used by MSU students, faculty and staff for their children.

The Center is located in Stone Hall and the hours are 7:30 a.m. to 6:30 p.m. Arrangements can be made to provide child care until 8:00 p.m., if the need exists. For further information and fees, please contact Janey DeLuca, Director, at (973) 655-7586.

Cultural Opportunities: A number of significant series of cultural events adds to the pleasantness and interest of life on the campus. The Department of Theatre and Dance presents several plays each semester, and, in the spring, a major student dance concert. The Department of Art and Design and the division of galleries together operate exhibit spaces that are generally changed monthly. Distinguished artists visit the campus to talk about their work at the Art and Design department's Art Forum which takes place on most Thursday afternoons during the semester. The Music Department offers an extensive series of faculty and student concerts and recitals. The Office of Arts Programming brings to the campus distinguished performers such as Emelyn Williams, Alwin Nikolais and Shapiro and Smith. During the summer, TheatreFest, the University's professional equity theatre in residence, offers a series of shows with renowned stars.

Dining Services: There are various locations on campus where food service is available: Blanton Hall, Freeman Hall, the College Hall Snack Bar, the Red Hawk Express outside Dickson Hall, and the Red Hawk Diner located behind the Student Center. Locations in the Student Center include the Cafeteria, Rathskeller, Goccia Cafe, the Convenience Store and Student Center Dining Room. Catering services are also available. Vending machines are located in many buildings across campus. Operating schedules are posted at each location. At various locations within this dining program, food services are available seven days a week.

Graduate students may choose a 19 or 14 meals per week dining plan. Block plans consisting of 300, 225, 150, or 50 meals per semester are also available. Each plan may be used in conjunction with a "Red Hawk Dollars" account which is the University debit card. The card is available for use in all authorized dining locations in the Student Center and in Blanton and Freeman Dining Halls from 7 a.m. - 10 p.m. (hours vary by location). For information, please contact the Office of Auxiliary Services, College Hall 311B, (973) 655-7431, Monday through Friday, 8:30 a.m. - 4:30 p.m.

Further Graduate Study: Students interested in attending a university for study toward a doctoral degree may find information in Career Development located in the Academic Success Center, Morehead Hall, third floor. Department advisors should be contacted for information related to their specific disciplines.

Graduate Student Services at the Graduate School: The staff of the Graduate Student Services and Retention office in the Graduate School works to develop and implement programs and services that support the academic mission of the University's graduate programs. Each of our programs aims to address the goal of providing a supportive, positive graduate experience where the student has the chance to develop intellectually, professionally and personally and successfully persist and complete his/her program.

Programs and services offered include:

- Tracking of student academic progress
- Orientation programs
- Graduate Student Workshop Series
- Graduate Student Organization
- The *Graduate Exchange* newsletter
- Graduate Assistantships and Scholarships
- Alpha epsilon Lambda Honor Society

To find out more about these programs and services, please visit www.montclair.edu/graduate and select "For Current Students." You may also sign up for the graduate student e-mail list, where you will receive reminders regarding important deadlines and events, by sending an e-mail message to gradstudentservices@montclair.edu.

During the Fall and Spring semesters (mid-August through May) when classes are in session, the office is open Monday through Thursday, 8:30am-5:30pm and Friday, 8:30am-4:30pm. During the Summer Sessions (late May-August), the Graduate School is open Monday, Tuesday, Wednesday and Thursday, 8:00am-5:15pm. Staff members are available to answer student questions during that time, but students seeking advising or having more complex issues are encouraged to make an appointment with a staff member. Students may reach the office of Graduate Student Services and Retention by calling (973) 655-5147.

I.D.: Students, faculty and staff are required to have a University-issued Photo Identification Card. This card must be shown to borrow books or copies of tapes from the Library; to use a book on Library reserve; to use the field house; and to participate in various activities sponsored by the Student Government Association and Montclair State University.

All students holding photo I-cards will receive validation labels in College Hall, Office of the Registrar, CO- 204, or Cash Control, CO-216 or the I-card Office in the Student Center at the start of each semester. All new students must have their photo taken at the I-card office, Student Center, 1st floor. Students are encouraged to obtain an I-Card within one year from the date they are admitted. There is a \$10.00 charge for replacement cards. Office hours are Monday through Friday, 8:30 a.m. - 4:30 p.m., and Thursday evenings until 7 p.m. during the fall and spring semesters while classes are in session only. Please bring some form of personal identification when applying for the I-card. For hours and further information, please call (973) 655-4147.

Insurance: Medical insurance is available to all students at low cost, whether full- or part-time. It is mandatory in the State of New Jersey to have medical insurance while attending college or university. Full-time students are billed in the fall semester only by the University as part of tuition/fees billing. Part-time students must complete an enrollment card for the insurance. Information is available in the Bursar's office. Students who show proof of insurance coverage may waive this fee by completing a waiver card and returning it to the Student Accounts office by the first day of classes.

Older Adult Tuition Waiver Program (OLA): New Jersey residents 65 years of age or older are eligible to take courses on a space available, tuition-waiver basis. Students are only responsible for student fees plus a \$25 administrative fee per semester. Students with an undergraduate degree must apply directly through the Graduate School and meet all of the Graduate School's admission requirements to be considered for the OLA program.

Students without an undergraduate degree must apply directly through the Center for Adult Learning. There is a section on the application for students to indicate that they would like to be considered for the OLA program. For more information, please contact the Center for Adult Learning at adult.learning@montclair.edu or (973) 655-4433.

Residence Halls Facilities: The Office of Residence Life provides housing for graduate students in apartment-style accommodations. Montclair State University does not discriminate with regard to age in making housing assignments.

The Office of Residence Life (Bohn Hall, Room 437) is open on weekdays from 8:30 a.m. to 4:30 p.m., and open on all holidays when classes are in session. The office is closed on weekends. For further information, please call (973) 655-5188 or (973) 655-5252.

Student Center/Annex: The Student Center and Annex are a main gathering place for social, educational, and recreational activities. This large complex has a cafeteria, rathskeller, Goccia Cafe and Student Center Dining Room. Students and guests may enjoy the services of the bookstore, convenience store, flea market and 24/7 computer lab. Also centrally located in the Student Center is an information desk, study lounge, commuter lounge, classrooms, ballrooms, and several meeting rooms. In addition, the facility houses the Office of the Vice President for Student Development and Campus Life, and Offices of the Dean of Students, Student Activities, the Women's Center, and the Student Government Association, as well as the Red Hawk Dollars office, and the ID Card office.

To schedule rooms or space in the Student Center, you must contact the Scheduling office. If you have any questions or special requests with regard to facilities or operation, please call the Student Center Main Office.

For specific schedules of operations, please call the respective department.

Student Center Main Office	(973) 655-7548
Scheduling	4411
Building Manager	7546
Information Desk	5329
Computer lab	6969
Dining Services	7707

Student Rights/Directory Information: The Family Education Rights and Privacy Act of 1974 (FERPA), permits the University to release directory information about a student unless the student specifically requests that this information be withheld. Students who do not wish directory information to be released should notify the Office of Student Development and Campus Life, Room 400, Student Center, within the first two weeks of each semester. Montclair State University defines directory information as: Name and address, telephone number, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, height and weight of members of athletic teams, dates of attendance, degrees and awards received, photographs, most recent previous institution attended, date of degree conferment, career (UG/GR), status (full-time or part-time), and classification (freshman, sophomore, junior, senior, pre-matriculated, provisionally matriculated, matriculated, etc.).

Questions regarding the FERPA policy should be directed to the Vice President for Student Development and Campus Life, Student Center, room 403, telephone (973) 655-4311.

Transportation and Parking Services: The University maintains several parking lots for use by students. These are designated on all campus maps. Montclair State assumes no responsibility for cars or their contents while parked on University property. Parking decals are required of everyone and are available in the Transportation and Parking Services Office on Level 1 in the Red Hawk Deck on Heating Plant Way, telephone, (973) 655-7851. Students may also park in the Red Hawk Deck on a daily basis. There is an hourly fee for parking in the deck. Decals must be displayed on all cars parked on campus. Shuttle buses are available to take people to and from parking lots and classroom buildings.

Students who fail to obey parking rules may receive either a municipal or University summons and their cars may be towed.

Transcripts: To obtain an official Montclair State University transcript, students must complete and sign a transcript request form, available through the Office of the Registrar or on the Montclair State University website at www.montclair.edu/transcript. A fee of \$3.00 per copy (MSU undergraduate and graduate records for same student are considered one copy) is payable in advance to Montclair State University. Same day processing service is available at a charge of \$10.00 for the first copy and \$6.00 for each additional copy on that day. Transcripts will not be released for students who have a financial obligation (i.e., library, parking, loan, etc.) to Montclair State University.

At the conclusion of each semester, please allow ten working days for grade processing. Transcript requests which include grades from the immediately proceeding semester will be processed after the grading cycle is complete.

Students may also access their grades through Wess, the Web Enrollment Services for Students.

Tutorial Services: Tutorial Services provides academic support needed to assist students in a variety of subject areas. Emphasis is placed on mathematics, the natural sciences, business and humanities and social sciences. Graduate and undergraduate tutors provide a combination of individual and small group tutoring. No appointment is necessary as service is on a walk-in basis, and there is no charge for this service. Tutorial Services is located at 140 Morehead Hall, and is open Monday through Thursday from 9:00am-7:00pm.

University Police: Montclair State University Police is responsible for ensuring the on-campus security and safety of students. Students are asked to cooperate with these officers and to bring any concerns to the attention of the dispatcher at (973) 655-5222. This is a full-fledged police department that is always open. This department provides protection, investigations, information and advice.

University Police will respond to all criminal activity, investigate all motor vehicle accidents, other incidents, and enforce all applicable laws and University regulations. Students are encouraged to report any incidents of a suspicious nature.

Some of the services offered to students by the University Police are: contact a tow company, offer a battery pack to motorists for jump starting stalled or disabled vehicles, provide temporary parking permits (for emergencies, temporary use or replacement vehicle, guests on campus, temporary overnight or disabled parking), and provide information on rape awareness, substance abuse, and crime prevention.

In case of fire or a life threatening emergency, dial extension 4111 on the campus line. For other assistance, dial extension 5222. Emergency call boxes are located on light posts throughout the parking areas as well as buildings around campus. These phones provide a direct line to the police dispatcher.

Emergency Medical Services

Emergency Medical Services (EMS) are available with emergency transport to local hospitals. Call University Police at extension 5222 for immediate assistance. MSU EMS also provides education in CPR, first aid, and safety. The Office of Emergency Medical Services is located in the Student Center, Room 105. Telephone (non emergency): (973) 655-7840.

Wellness Services: Wellness Services is composed of the Health and Wellness Center on the first floor of Blanton Hall, Counseling and Psychological Services in Gilbreth House, Alcohol and Other Drug Programs in Gilbreth House, Services for Students with Disabilities in Morehead Hall, Rooms 117-118, Wellness Education housed in Bohn Hall, and the Office of the Director of Wellness Services in Bohn Hall. Each of these services has been designed to meet the health and wellness needs of students throughout the campus at MSU.

Our goals are to (1) teach you how to maintain your physical and psychological health and well being, (2) assist you in deciding when you need care, (3) provide care and preventive services in a convenient and sensitive manner when appropriate, (4) assist you in learning how to utilize the health care system, and (5) empower you to make informed decisions about your health.

Wellness Services provides direct care, individual health and psychological counseling, health maintenance and wellness promotion, assistance with alcohol and other drug issues including tobacco cessation, wellness education services and programs throughout the year, and services for students with disabilities designed to meet student needs and ADA requirements. The Office of the Director of Wellness Services is located in Bohn Hall (street level) with Wellness Education and is open Monday through Friday from 9 a.m. to 5 p.m. with evening hours scheduled as needed. Telephone: (973) 655-7051/7555 Fax: (973) 655-6977.

Confidentiality

All Health and Wellness Center, Counseling and Psychological Services, Alcohol and Other Drug Programs, and Services for Students with Disabilities patient/client records are **strictly confidential** and are not a part of other University records. No information is recorded on any permanent college record, so it cannot appear on a transcript or any other official document. No information about a student's visit to these services will be released to anyone without specific written permission from the student, except in the event of an extreme emergency where a clear danger to self and/or others exists.

Health and Wellness Center

The Health and Wellness Center is a campus resource and service center for all students at MSU. The Center provides direct care by nurse practitioners and physicians including the treatment of illness, women's health, HIV/STD/pregnancy screening, immunizations and health education. In addition, the staff works closely with Counseling and Psychological Services and Services for Students with Disabilities as well as other campus and community resources for referral needs.

Most services at the Center are free. There are minimal charges for medications and laboratory work. However, no student will be refused care due to the inability to pay. Visits are by appointment only unless the problem is an emergency. See confidentiality policy printed above.

The Center is located in Blanton Hall (first floor) and is open Monday, Tuesday and Thursday from 8 a.m. to 8 p.m. and on Wednesday and Friday, 9 a.m. to 5 p.m. Telephone, (973) 655-4361; fax, (973) 655-4159.

Counseling and Psychological Services (CAPS)

Montclair State University's Counseling and Psychological Services (CAPS) provides personal counseling and psychological services for Montclair State University students. CAPS, a department of Wellness Services, helps students to make the most of their academic education, prevent future problems, and assists students in developing to their fullest potential by learning new skills and resolving conflicts that may limit their performance.

Complete services are offered free of charge to all registered students. However, a brief wait for services may occur at busier times of the year, as well as overall limitations on the number of sessions any one student is eligible to receive. Staff and faculty members are eligible for short-term consultation and referral.

The staff of CAPS consists of licensed psychologists, doctoral-level clinical and counseling psychologists, and selected graduate students who work under close supervision. The staff of CAPS has special expertise in areas such as: short-term counseling; coping with stress and depression; sexual abuse; eating disorders; relationship problems; family issues; substance abuse; test-taking anxiety and socio-cultural concerns. See confidentiality policy printed above.

CAPS is open 9 a.m. to 5 p.m., Monday through Thursday, and 8:30 a.m. to 4:30 p.m., on Friday. Additionally, limited evening hours are available on Thursdays during the semester by appointment only. Urgency of need is always taken into consideration when scheduling appointments. The center is located in the Gilbreth House (behind Freeman Hall, south end of campus). Please call for appointments. Telephone, (973) 655-5211.

Alcohol and Other Drug Programs

Alcohol and Other Drug Programs services are available free of charge to all registered MSU students. Counseling is designed to assess the existence and nature of substance abuse problems and meet the specific needs of each client. Prevention education and outreach activities are designed to assist students in developing healthy lifestyles, preventing the onset of substance related problems, and ameliorating existing ones. See confidentiality policy listed above.

Services for Students with Disabilities

Services for Students with Disabilities (SSD) provides counseling and academic accommodations to students with physical, psychological, learning, and sensory disabilities. The mission of the office is to provide full access to all curricular and extracurricular activities sponsored by the University in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. See confidentiality policy listed above.

The SSD serves as a liaison between the student with a disability and the rest of the University community. This includes Counseling and Psychological Services, the Health and Wellness Center, Alcohol and Other Drug Programs, Residence Life, University Police, and all academic departments. These services are located in Morehead Hall, room 117 and 118 and are available on Monday and Thursday from 8:30 a.m. to 7:00 p.m. and on Tuesday, Wednesday, and Friday from 8:30 a.m. to 4:30 p.m. Telephone: (973)-655-5431/5422 Fax: (973) 655-5308.

Wellness Education

Wellness Education develops programs to address wellness issues that are pertinent to Montclair State University students. These include but are not limited to, wellness maintenance, alcohol and other substance abuse, smoking cessation, nutrition, eating disorders, body image awareness, safer sex practices, sexual advocacy, domestic violence, peer education, stress management, and mental health issues.

Wellness Education is located in Bohn Hall on the street level. Services are available Monday through Friday from 9:00 a.m. to 5:00 p.m. with scheduled programming on selected evenings. Telephone: (973) 655-7397. Fax: (973) 655-6977.

Immunization Requirements

All new or continuing full- and part-time undergraduate and graduate students born after 1956 enrolled in a program of study leading to an academic degree at any 4-year public or independent institution of higher education in NJ are required to provide evidence of immunization as a prerequisite to enrollment as follows:

Measles: Evidence of two doses of a live measles-containing vaccine, or any vaccine combination containing live measles vaccine that was administered after 1968-first dose administered on or after the student's first birthday and second dose administered no less than one month after the first dose, or documented laboratory evidence of measles immunity. A student vaccinated with a killed measles containing vaccine, or an unknown vaccine prior to 1969, shall be revaccinated or produce laboratory proof of measles immunity.

Mumps: One dose of live mumps virus vaccine, or any vaccine combination containing live mumps virus vaccine on or after the student's first birthday, or documented laboratory evidence of mumps immunity.

Rubella: One dose of live rubella virus vaccine, or any vaccine combination containing live rubella virus vaccine on or after the student's first birthday, or documented laboratory evidence of rubella immunity.

The University must enforce student compliance within 60 days of enrollment. A registration hold that will prevent future registration activity will be placed on the records of all students who are not in compliance after this provisional period is over.

A student may be registered on a provisional basis for the first term if the required immunization documentation is not available at the time of registration. Prior to registration for the second term, a student shall either present documentation of immunization or proof of immunity as outlined above or be re-immunized.

The only exemptions from these requirements are students born before 1957, students enrolled in a program for which students do not congregate on campus, whether for classes or to participate in institution-sponsored events (home study, distance learning), certain medical conditions in which immunizations pose a health risk, and clearly proscribed and documented religious exclusions.

Documented proof of immunity must be submitted to the Health and Wellness Center. Forms for this purpose are available from the Admissions Office and the Health and Wellness Center. Failure to submit the required documentation will result in a registration hold that will prevent future registration for classes. The student can send or fax original documentation signed by a licensed health care provider, a copy of a signed and authorized school record, or the completed and signed MSU Immunization Information form to the Health and Wellness Center in Blanton Hall. Telephone: (973) 655-4361. Fax: (973) 655-4159.

Health Insurance

In accordance with New Jersey state law, all full-time undergraduate and graduate students are mandated to have accident/sickness insurance. Additionally, part-time students or dependents of students may enroll in the plan by completing the appropriate enrollment card, which is available in the Student Accounts office.

The Bollinger Insurance Company provides this coverage to the students of MSU. The cost for this insurance is automatically billed with the tuition bill and will be under \$87.00 for the year. This is a **basic accident/illness** policy with minimal coverage. Students covered by this policy are encouraged to seek care at the Health and Wellness Center **prior** to using outside services to reduce out-of-pocket expenses.

Students who currently have health insurance under another plan may have this plan waived and the premium deducted from the tuition bill by completing a waiver card and returning it to the Student Accounts office, College Hall, Room 218. Claim forms for Bollinger coverage are available at the Health and Wellness Center.

For more information, call the Bollinger Insurance Company at (800)-526-1379, or visit their website at: www.BollingerInsurance.com/MSU.

Women's Center: The Women's Center aids in the education of women and men with respect to their changing roles, rights and responsibilities in today's world. Different programs, workshops and weekly discussion groups are offered each semester and are developed to address the current needs of the campus community. A reference library and a referral service are available to Montclair State University students. We encourage the personal growth and empowerment of women through personal coaching, mentoring service and advocacy. The Women's Center serves as a safe space on campus for all women.

Interested students may have a chance to work as student staff and coordinate activities, contribute to the newsletters and learn to facilitate discussions and workshops in such areas as sexual harassment and sexual assault, domestic violence, leadership, assertiveness training and self-esteem. For further information, please contact the Women's Center is located in the Student Center, Rooms 421, telephone (973) 655-5114 or visit our website, www.Montclair.edu/womenscenter.

Writing Center: The Writing Center, located in Dickson Hall, room 285, offers consultation and tutorial help to all students who are interested in developing as writers. There is no charge for this service. For more information, call (973) 655-7442.

DOCTORAL PROGRAMS

EDUCATION (Ed.D.)

Director: Dr. Cynthia Onore

Mathematics Education Specialization Advisor: Dr. Kenneth C. Wolff

Philosophy for Children Specialization Advisor: Dr. Megan Laverty

CENTER OF PEDAGOGY

Montclair State University's Center of Pedagogy is the first center of its kind in the nation. The Center coordinates and oversees all aspects of teacher education. Its mission is to promote the continuous development of all educators, new and experienced, field and university-based, through the simultaneous renewal of the schools and the education of educators. Policy-making and governance in the Center rest on the collaboration of the tripartite: faculty and administrators from the schools, the College of Education and Human Services, and faculty from arts and science. Our overarching goal is to support the abilities of current and new generations of students and teachers to engage actively and productively in democratic communities.

DOCTOR OF EDUCATION DEGREE, CONCENTRATION IN PEDAGOGY

Montclair State University's first doctoral program, the Ed.D. in Pedagogy, is designed for those who aspire to be models of teaching excellence, leaders among their colleagues and spokespersons for education. Although designed for teachers who wish to remain in the classroom, it can meet the needs of educators with other career goals such as teaching in two-year colleges, working with state and federal departments of education, or serving as curriculum development specialists. This Ed.D. provides the highest level of expertise in teaching, leadership, and educational reform. The program also recognizes the indisputable role of teachers at all levels in renewing our educational system and the critical importance of P-16 education in the nation's quest for improving our social and political democracy.

Goals of the Ed.D. Program: The Ed.D. Program is designed to educate teachers in how best to implement new theories and practice understandings about teaching, learning, and the role of schools in our society.

We expect to prepare teacher leaders who will:

- understand the epistemology of the specific disciplines and the relationships among school subjects;
- be fully knowledgeable about the public purposes of schooling in a democratic society;
- be effective researchers, capable of conducting significant, original, theoretically based research in order to explore solutions to difficult problems and pressing needs confronting American education;

- be masters of pedagogy, both general and subject-specific, that is discipline-appropriate and nurturing;
- demonstrate advanced competence in the disciplines that are the bases for their teaching specialization;
- be masters of change theory, enabling students to become effective stewards of best practice in their school settings and the agents for change;
- understand both policy issues and the politics of policy in order to transcend local concerns and become effective spokespersons for systemic change;
- understand the concept of access to knowledge, including its moral implications;
- build sophisticated curriculum plans that lead to critical thinking and high levels of learning; and
- be able to plan effective educational experiences designed to promote good citizenship and democratic practice.

Vision: The Ed.D. is characterized by a strong theoretical base and a comprehensive perspective on the nature of schools, education in a democracy, and effective teaching and learning for social change. Four major themes give coherence to the program, and support both the purposes of schools and the professional needs of educators. These themes closely correspond to the research agenda of the twenty university-school partnerships that form the National Network for Educational Renewal. They represent MSU's vision of educators' responsibilities:

- to provide access to knowledge for all students;
- to enculturate students into our multicultural political and social democracy;
- to create and sustain appropriate and nurturing pedagogy;
- to commit themselves to educational leadership based on stewardship of best practice.

Specialization Areas: Two areas of specialization are offered to enable educators to pursue a comprehensive, interdisciplinary, advanced degree as part-time, evening, and summer students:

- **Mathematics Education:** This program is designed for those who already have a strong background in mathematics. The program will add both depth and breadth to their subject matter and pedagogical knowledge. The curriculum will reflect both state and national recommendations, as well as issues related to the appropriate use of technology. It integrates mathematical topics across the mathematics curriculum and with other disciplines, encourages alternative approaches to the teaching and learning of mathematics, and develops both qualitative and quantitative methods of research in mathematics education.
- **Philosophy for Children:** This program is designed for those who have a strong preparation in philosophy. The program will add both depth and breadth to both their subject matter and pedagogical knowledge. In addition, this specialization builds on and extends the understandings developed in the core courses, thereby carrying forward the major themes of the Ed.D. It includes the role of philosophy in reasoning, concept formation, and sound judgment: critical thinking; the use of philosophy-based children's literature to develop critical thinking, and develops skills in research methods in philosophy for children.

ADMISSION REQUIREMENTS

Initial admission status requires that students meet the minimum admissions criteria. Prospective students must submit the following for consideration:

1. A completed and signed application for doctoral study
2. A personal essay describing their view of the relevance of doctoral education to their personal and professional development
3. A statement discussing areas of potential research interest
4. Transcripts of undergraduate and graduate work, (WES evaluation, if necessary)
5. GRE scores; TOEFL scores if necessary
6. Three letters of recommendation, including at least two from professional colleagues or college/university faculty who can attest to the candidate's potential for advanced study and research
7. Application fee.

In addition, the Ed.D. program also requires the following:

1. Specialization in Mathematics Education requires a Master's Degree in Mathematics Education, Mathematics or its equivalent
2. Specialization in Philosophy for Children requires a Master's Degree in Philosophy, Philosophy for Children or its equivalent
3. An interview with a committee representing both the education core, and the specialization faculty
4. A writing sample as part of the interview process
5. Teaching experience is preferred.

Application: Applicants to the Ed.D. program must complete a self-managed application. "Self-managed" refers to the process by which the applicant gathers all required documentation and submits it in one packet to the University for review. Montclair State University requires applicants to collect and submit transcripts and letters of reference with the application in the envelope provided in the application package. International students should refer to the additional information included in the application packet. Completed applications will be reviewed beginning February 1st for U.S. residents. International applicants are encouraged to apply by December 1st to allow time to obtain a student visa. We encourage you to begin gathering the required admission documents (official transcripts, letters of recommendation, GRE scores, etc.) as soon as possible.

These materials will be reviewed by an admissions committee composed of at least three faculty, representing both the core and specialization areas, who will recommend candidates to initial admission status.

Either before or immediately following admission, students must complete any required examinations to assess competence and/or other prerequisite knowledge identified for the program. Examination results may require that students take courses beyond the standard requirements for the degree. In addition, faculty may recommend supplementary coursework for students selecting a particular specialization without sufficient undergraduate or master's preparation. A formal work program (plan of study) will be developed by each student and his/her advisor, and must be approved of by two other faculty members, one representing the core, and one representing the specialization. The work program must be approved by the Graduate School in order for the student to matriculate.

Basic Degree Requirements: Students must complete a minimum of 60 credits beyond the master's degree, including five core courses (15 credits), seven courses in an area of specialization (21 credits), four courses of research (12 credits), and a minimum of 12 credits of dissertation. All work for the doctoral degree must be completed within ten (10) years from the date of the start of the program. Every student must fulfill a residency requirement, which typically will require the student to be registered for courses as a full-time student for two consecutive semesters or for two consecutive summer sessions for part-time students.

Candidacy for the Degree: The qualifying assessment for candidacy for the Ed.D. in Pedagogy degree will be the development, presentation, and evaluation of a working portfolio that is organized around a set of pedagogical goals selected in consultation with a doctoral advisor. It is designed to be tangible and authentic evidence of the wide range of knowledge, dispositions, and skills that doctoral degree candidates should possess. The portfolio is characterized by a systematic, reflective collection of selected artifacts that constitutes evidence of learning, growth, and mastery in the essential dimensions of the doctoral program.

Students whose portfolios meet established criteria will then have their records reviewed by a faculty committee who will recommend advancement to candidacy. Successful candidates will then be able to complete their remaining coursework and the dissertation.

Dissertation: Once candidacy is established, students will be permitted to enroll in the dissertation seminar and form a dissertation committee. All dissertations will examine an issue of relevance to teaching and learning. It should demonstrate mastery of a body of existing literature and theory and its application to an educational problem. The dissertation requirement is intended to provide candidates with the opportunity to explore an important applied issue in a scholarly fashion and investigate the ways of teaching and learning may benefit from that exploration.

General Information: A limited number of graduate assistantships and graduate scholarships are available. Applications for these are included in the application packet.

For general information and application:

Call: (973) 655-5147

(800) 331 9207

Fax: (973) 655-7869

Email: Graduate.School@Montclair.edu

For further information on the academic program:

Call: (973) 655-4262

Fax: (973) 655-7776

Email: pedagogy@montclair.edu

Visit the website: www.montclair.edu/Graduate

Completed applications will be reviewed beginning February 1st. Candidates meeting basic admissions criteria may be called for an in-person interview. Candidates are encouraged to begin gathering the required admission documents as soon as possible.

REQUIREMENTS FOR THE DOCTOR OF EDUCATION DEGREE WITH A CONCENTRATION IN PEDAGOGY

Semester Hours

I. Core (15 semester hours):

Required Core Courses (12 semester hours)

EDCO 801	Democracy and Education	3
EDCO 802	Access to Knowledge	3
EDCO 803	Pedagogy: The Art and Science of Teaching and Learning	3
EDCO 804	Organizational Change, Policy, and Leadership	3

Elective Core Courses (3 semester hours)

EDCO 710	Access to Knowledge Through Multiple Literacies	3
EDCO 711	Classroom Community of Inquiry	3
EDCO 712	Implications of Race and Ethnicity in United States Schools. .	3
EDCO 713	Educational Renewal and Education Policy	3

II. Specialization (21 semester hours)

In addition to the required courses above, students must complete 21 semester hours in one of the following specializations:

A. Mathematics Education

Required Courses (15 semester hours)

MATH 811	Mathematics Education Leadership	3
MATH 812	Mathematical Modeling for Middle Level and High School Grades	3
MATH 813	Geometry for Middle Level and High School Grades	3
MATH 814	Algebra and Analysis for Middle Level and High School Grades	3
MATH 815	Critical Thinking and Cognitive Development in Mathematics	3

Elective Courses (6 semester hours)

MATH 740	Accessing and Processing Information Through Technology	3
MATH 741	Historical and Multicultural Foundations of Mathematical Thought	3
MATH 742	Connecting Mathematics and Science	3
MATH 745	The Use of Teacher Knowledge in Mathematics Teaching	3

B. Philosophy for Children

Required Courses (15 semester hours)

EDFD 811	Philosophy, Philosophy for Children and the Educational Experience	3
EDFD 812	Contemporary Social and Political Philosophy and Philosophy for Children	3
EDFD 814	Recent American Philosophy and Philosophy for Children	3
EDFD 815	Philosophy of Mind, Cognitive Science, and Philosophy for Children	3
EDFD 816	Ethical Inquiry Through Narrative	3

Elective Courses (6 semester hours) Choose two of the following:

EDFD 740	The Role of Logic in Philosophy for Children	3
EDFD 742	Hermeneutics of Childhood	3
EDFD 744	Philosophy of Body	3
EDFD 745	Philosophy for Children and Ancient Greek Philosophy ...	3
EDFD 750	Selected Topics in Philosophy for Children	3
EDFD 770	Doctoral Independent Study	1-3
EDFD 813	Education for Global Citizenship	3

III. Research Requirement

Required Courses (12 semester hours)

EDCO 820	Qualitative Research Methods for Educational Research...	3
EDCO 821	Quantitative Research Methods for Educational Research	3
EDFD 825	Research in Philosophy for Children	
OR		
MATH 825	Research in Mathematics Education	3
EDFD 830	Dissertation Seminar	
OR		
EDCO 830	Dissertation Seminar	
OR		
MATH 830	Dissertation Seminar	3

IV. Dissertation (12 semester hours - minimum)

EDCO 900	Dissertation Advisement	3
OR		
EDFD 900	Dissertation Advisement	3
OR		
MATH 900	Dissertation Advisement	3

PEDAGOGY

Course Descriptions

	Semester Hours
EDCO 711 THE CLASSROOM COMMUNITY OF INQUIRY	3
This course provides students with an opportunity to move into the theory and practice of community of inquiry, in the context of classroom and other environments (e.g. school communities, child care centers, prisons. Participants will construct a general theory of communal dialogue, with particular emphasis on its application to the structure of classroom discourse.	

This course is designed to explore the dynamics of race and ethnicity, as well as the ways in which they potentially impact democracy. The course will analyze the historic legacies of race and ethnicity within the United States and the ways in which they manifest and impact different sociopolitical systems globally. Further, a goal of this course to heighten participants' awareness of such issues and examine the relationships between race/ethnicity and education, schooling, democratic practice and literacy development.

EDCO 801 DEMOCRACY AND EDUCATION

3

This course will examine the concept of democracy and a range of interrelated issues inherent in the public purposes of schooling in social and political democracies. Students will inquire into the meaning of citizenship in a democracy, and the role of the schools in fostering its development and expression. This inquiry will be conducted comparatively. Varying domestic and international socio-cultural and political contexts will be examined. Students will examine various curricular and pedagogical designs and governance structures which can be associated with models of democratic schooling. The moral obligations of pedagogy and stewardship which fall to teachers in the conduct of educating for democratic citizenship will also be examined.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 802 ACCESS TO KNOWLEDGE

3

This course addresses the concept of access to knowledge through an examination of multiple literacies and a range of epistemological and ethical perspectives. Knowledge construction by the learner, in literacy and subject area disciplines will be examined. Students will develop an understanding of the epistemological dimensions undergirding the various school subjects. Foundational epistemological theories and current thinking in the psychological, social, and cultural underpinnings of literacy will be related to fundamental disciplinary groups such as arts, humanities, social and natural sciences and mathematics. Students will be encouraged to critically analyze and evaluate standard school texts and curriculum units.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

**EDCO 803 PEDAGOGY: THE ART AND SCIENCE OF TEACHING
AND LEARNING**

3

This course examines the art and science of teaching and learning in an evolving social and political democracy. It aims at developing an understanding that teaching and learning occur in socio-cultural contexts. Themes to be explored include competing views of knowledge and their implications for curriculum construction; current theories of learning and assessment; strategies to ascertain students' prior knowledge and experience; and pedagogical practices that build upon students' cultural capital. The course will examine diverse pedagogical strategies and their relationships to the structure and epistemology of the disciplines. Special attention will be given to the moral dimensions of the teaching-learning process.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 804 ORGANIZATIONAL CHANGE, POLICY AND LEADERSHIP 3

In this course, doctoral students will learn to analyze complex organizational patterns, situations and policies that define and affect diverse educational settings in the U.S. and in other places. Students will examine various models of leadership, theories and research on change models, and the processes of educational policy formation. Students will develop an understanding of their own role as change agents. There will be a field component for this course in which students will conduct research on the development, implementation and/or evaluation of a plan for change in an educational setting.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 820 QUALITATIVE METHODS FOR EDUCATIONAL RESEARCH 3

This course examines the theoretical and conceptual foundations of qualitative approaches to social science research and engages students in designing and conducting qualitative research in education. Students will develop a doctoral-level qualitative research proposal that provides a conceptual framework, specifies procedures for sample selection, data collection, and data analysis, and addresses issues of ethics, reliability, and validity. They will then conduct a small-scale research project, involving the design of qualitative data collection instruments, collection of qualitative data, analysis of the data, and writing a report of findings. Students will examine social, cultural, political, and ethical dimensions of qualitative research. They will be introduced to computer packages used for qualitative data analysis. They will also critically examine published qualitative research articles. Full year course.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 821 QUANTITATIVE METHODS FOR EDUCATIONAL RESEARCH 3

This course provides students with an advanced critical understanding of the epistemological and methodological foundations of quantitative approaches to empirical research in education. It will also develop students' skills as critical consumers and effective producers of knowledge in various methods of educational research. The course will examine experimental design, methods and techniques, sampling procedures, methodologies, instrumentation, design, and data analysis utilized in quantitative research, and will examine the statistical techniques and procedures most commonly used in quantitative educational research. Designs studied will include one-way ANOVA, factorial and randomized complete block. Other topics will include analysis of covariance, simple linear regression and multiple regression. Students will be introduced to the use of SPSS or other computer packages utilized in quantitative research for treatment of data and the development of a research report. Students will gain experience in preparation for an acceptable doctoral dissertation which relies on the analysis of quantitative data. Full year course.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 830 DISSERTATION SEMINAR 3

In this seminar, doctoral students work toward developing and refining their dissertation proposals by sharing, discussing, and critiquing their work with each other. The seminar is a supplement to the formal dissertation proposal approval process, which is outlined in the Student Handbook for the Ed.D. in Pedagogy. Successful completion of this course does not imply approval of the dissertation proposal. This course is offered as pass/fail only. May be repeated twice for no additional credit.

Prerequisite: Matriculation in Ed.D. in Pedagogy; admission to candidacy.

While enrolled in Dissertation Advisement, students will work with their dissertation advisor and dissertation committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the successful conclusion of the dissertation defense, a final grade of pass will be recorded.

Prerequisite: Advancement to Candidacy.

MATHEMATICAL SCIENCES

Course Descriptions

Semester Hours

MATH 741 HISTORICAL AND MULTICULTURAL FOUNDATIONS OF MATHEMATICAL THOUGHT **3**

This course will trace the historical evolution of major themes and concepts in mathematics and the role and influence of various cultures in the development of these ideas. Multicultural perspectives will survey the impact of non-European cultures, including those of Asia, Africa, the Americas, and the Middle East, on the development of mathematical thought. The course will also trace major curriculum reform movements in the teaching and learning of mathematics throughout the United States during the nineteenth and twentieth centuries and their impact on contemporary school programs.

MATH 745 THE USE OF TEACHER KNOWLEDGE IN MATHEMATICS TEACHING **3**

General and mathematics-specific domains of teacher knowledge are defined, critiqued, compared and contrasted. In addition, they are applied in analyzing and determining the domains' roles in lesson planning, responding to students' questions, addressing students' misconceptions, and assessing student understanding. The research history on teacher knowledge is examined and critiqued with an eye towards understanding the introduction and use of the domains of knowledge being employed by current educators and researchers. The role of these knowledge domains in implementing the NCTM Standards also is examined. Articles on teacher knowledge are discussed and analyzed. These ideas are employed in analyzing classroom or interview videotapes, audiotapes, and transcripts to determine the potential use of teacher knowledge as it is instantiated in more practical situations.

MATH 811 MATHEMATICS EDUCATION LEADERSHIP **3**

Students will gain experience working for systemic change in educational programs and thus become capable of assuming a leadership role for such change. This course is designed to provide a long-term experience with nurturing pedagogy, leadership development, and stewardship of best practices. Candidates will work closely with faculty to develop goals and expectations for specific change in their work settings, where appropriate, then evaluate progress towards these goals. Candidates will conduct fieldwork in this area, including experimental design, implementation, and evaluation of results. The course includes reading, seminars, and portfolio development, as well as presentations from visiting faculty and other leaders in mathematics education.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

MATH 812 MATHEMATICAL MODELING FOR MIDDLE LEVEL AND 3
HIGH SCHOOL GRADES

This course will examine mathematical modeling as a process of identifying a problem, determining a mathematical core, working within that core, and reexamining the problem to ascertain what mathematics reveals about the original problem. Specific models related to various areas of mathematics will be explored, developed, and applied in the solution of contemporary problems, and the models will serve as unifying structures in the secondary curriculum.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

MATH 813 GEOMETRY FOR MIDDLE LEVEL AND 3
HIGH SCHOOL GRADES

This course discusses specific topics from geometry, their impact on the changing geometry curriculum in the schools, their application through technology, and their connection to other areas within and outside mathematics. Examples include dimension, scaling, measurement, and fractal dimension, with their use as unifying themes that can be studied from several different points of view, that make use of current visualization technology, and that can be applied across disciplines. Additional topics may be selected from finite and projective geometries, spherical and other non-Euclidean geometries. The roles these topics play in enhancing mathematical thinking and visualization skills, both in these classroom teachers and, ultimately, in the students whom these teachers teach, are emphasized. Classroom materials, activities, and techniques are discussed and developed and concepts explained and explored through various modes, such as hands-on manipulatives, interactive computer software, and graphing calculators.

Prerequisite: A background in undergraduate geometry comparable to MATH 350 and matriculation in Ed.D. in Pedagogy.

MATH 814 ALGEBRA AND ANALYSIS FOR MIDDLE LEVEL AND 3
HIGH SCHOOL GRADES

Topics from algebra and analysis will be used to explore and unify a variety of topics in the changing school curriculum. For example, the topic of linear transformations can be used to motivate the connection between geometric transformations and the related algebra. Topics will be selected to provide students with the tools to approach algebra numerically with middle school students as well as more abstractly with advanced senior high school students. Other topics, such as the Fundamental Theorem of Algebra, complex numbers, sequences, and series will be used to bridge the gap between algebra and topics in analysis. Then topics from analysis will be used to build a firm foundation on the structure of various number systems such as real and complex numbers. Part of the course will be axiomatic and theoretical development in the classical sense. Applications of these theoretical results to the school mathematics curriculum and to other academic fields, such as physics, will be explored.

Prerequisites: MATH 425 and MATH 431 and matriculation in Ed.D. in Pedagogy.

MATH 815 CRITICAL THINKING AND COGNITIVE DEVELOPMENT 3
IN MATHEMATICS

This course focuses on cognitive development and the application of critical thinking and problem solving strategies to the teaching and learning of mathematics. Mathematical models as unifying structures will be examined together with investigations into methods of acquiring mathematical knowledge and the nature of mathematical proof. Contemporary learning theories in mathematics will be surveyed and applied in specific classroom situations.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

MATH 825 RESEARCH IN MATHEMATICS EDUCATION 3

This course will examine the nature of research in mathematics education, its designs and methodologies, and its impact on school curricula. Research studies in cognitive development, curriculum and instruction, the teaching-learning process, language and communication in mathematics classrooms, and critical contemporary issues in mathematics education will be examined, analyzed, and discussed from the perspective of the classroom teacher.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

MATH 830 DISSERTATION SEMINAR 3

In this seminar, doctoral students work toward developing and refining their dissertation proposals by sharing, discussing, and critiquing their work with each other. The seminar is a supplement to the formal dissertation proposal approval process, which is outlined in the Student Handbook for the Ed.D. in Pedagogy. Successful completion of this course does not imply approval of the dissertation proposal. This course is offered as pass/fail only. May be repeated twice for no additional credit.

Prerequisite: Matriculation in Ed.D. in Pedagogy; admission to candidacy.

MATH 900 DISSERTATION ADVISEMENT 3-12

While enrolled in Dissertation Advisement, students will work with their dissertation advisor and dissertation committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the successful conclusion of the dissertation defense a final grade of pass will be recorded.

Prerequisite: Advancement to Candidacy.

EDUCATIONAL FOUNDATIONS

Course Descriptions

**Semester
Hours**

EDFD 742 HERMENEUTICS OF CHILDHOOD 3

This course focuses on the role of dialogue, interpretation, and judgment in the study of childhood. Childhood is considered from the standpoints of history, philosophy, law, mythology, psychoanalysis, ethnography, cognitive science, art, literature and film. Special attention is given to the indigenous development of childhood philosophies.

EDFD 744 PHILOSOPHY OF BODY 3

This course focuses on the richly varied aspects of the concept of the human body as these have been expressed and codified through history. It provides a site for the linkage of philosophical, psychological, anthropological, historical, political, religious, and social perspectives on corporeity and the phenomenon of embodiment. Its larger goal is to explore ways in which philosophy of the body offers opportunities for moral and ethical inquiry in classroom communities of inquiry.

EDFD 750 SELECTED TOPICS IN PHILOSOPHY FOR CHILDREN 3

This course will focus on selected theoretical and practical issues in Philosophy for Children, including but not limited to research topics, pedagogical theory and strategy, curriculum assessment and development, the relationship of Philosophy for Children to various philosophical traditions, and related topics in critical thinking, moral education, and philosophy of education.

EDFD 770 DOCTORAL INDEPENDENT STUDY 1-3

Student investigates selected topic(s) under the guidance of a doctoral faculty member.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 811 PHILOSOPHY, PHILOSOPHY FOR CHILDREN, AND THE EDUCATIONAL EXPERIENCE 3

This course is an exploration of the philosophical and pedagogical assumptions that found educational theory and practice, and Philosophy for Children. The practice of philosophy as exemplified by Philosophy for Children represents, not just an academic discipline which is new to the education of children, but an approach to that discipline with significant implications for curriculum and pedagogy in general. Students will reflect as a community of inquiry on the philosophical assumptions of various models of education, and explore the implications of Philosophy for Children's curriculum and methodology for educational renewal.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 812 CONTEMPORARY SOCIAL AND POLITICAL PHILOSOPHY AND PHILOSOPHY FOR CHILDREN 3

This course provides the participants (instructor and students) the opportunity to use contemporary social and political theory as a means of discerning the social and political dimensions of ordinary experience, and of making political analyses of the materials and methods of Philosophy for Children. This course also provides the opportunity to experiment with the community of inquiry as a forum for political inquiry and action. We will select a number of social and political issues to confront, work toward constructing personal and collective responses, and experiment in putting our convictions into action.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 813 EDUCATION FOR GLOBAL CITIZENSHIP 3

This course is a collaborative, dialogical inquiry into the relationship between education and the ideal of participatory global citizenship. It explores the concept of citizenship, what we mean by a "good" citizen, the relationship between local and global citizenship, and issues of indoctrination, group allegiance, forms of community, and the ethics of pluralism; all in the context of educational form, content and methodology.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

**EDFD 814 RECENT AMERICAN PHILOSOPHY AND
PHILOSOPHY FOR CHILDREN**

3

This course examines the major concepts of North American philosophy, including philosophy of education, from the late nineteenth century to the present, and their influence on the development of Philosophy for Children. These concepts include experience, judgment, inquiry, community, dialogue and democracy. Students will engage in critical study of selected works of Peirce, W. James, Royce, Santayana, Dewey, Mead, Buchler, C.I. Lewis and Beardsley, in addition to works by contemporary American philosophers.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

**EDFD 815 PHILOSOPHY FOR CHILDREN AND
PHILOSOPHY OF MIND**

3

This course explores a range of advanced topics in which the philosophy of mind and the philosophy of psychology intersect with Philosophy for Children. It deals with psychological concepts and theories of mind and mental formation that have a significant influence on Philosophy for Children. It investigates mind as both a natural and social formation. It examines everyday thinking about human psychology and its relation to children's developing knowledge of mind. It relates philosophical theories of self and self-knowledge to materials and methods in Philosophy for Children. And it examines theories of creative thinking for potential insight into productive thinking in the Community of Inquiry.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 816 ETHICAL INQUIRY THROUGH NARRATIVE

3

This course provides students with an opportunity to engage in communal ethical inquiry through the medium of novels and short stories. Emphasis is placed on the narrative contextualization of ethical problems in literature, and in the latter's relation to ethics as philosophical discourse

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 825 RESEARCH LITERATURE IN PHILOSOPHY FOR CHILDREN

3

An extensive inquiry into the appropriate uses of quantitative, qualitative and theoretical research in Philosophy for Children, and the identification of as yet unexplored areas for future study. The course is designed to provide necessary resources to students who are preparing their dissertations. It includes an exhaustive review and critique of the research literature in Philosophy for Children and closely related fields.

Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 830 DISSERTATION SEMINAR

3

In this seminar, doctoral students work toward developing and refining their dissertation proposals by sharing, discussing, and critiquing their work with each other. The seminar is a supplement to the formal dissertation proposal approval process, which is outlined in the Student Handbook for the Ed.D. in Pedagogy. Successful completion of this course does not imply approval of the dissertation proposal. This course is offered as pass/fail only. May be repeated twice for no additional credit.

Prerequisite: Matriculation in Ed.D. in Pedagogy; admission to candidacy.

While enrolled in Dissertation Advisement, students will work with their dissertation advisor and dissertation committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the successful conclusion of the dissertation defense, a final grade of pass will be recorded.

Prerequisite: Advancement to Candidacy.

ENVIRONMENTAL MANAGEMENT (D. Env.M.)

Director: To Be Announced

DOCTOR OF ENVIRONMENTAL MANAGEMENT DEGREE

The Environmental Management doctoral program seeks to foster an emerging interdisciplinary approach to the study of the environment and humankind's impact on natural resources. Broadly defined, the interdisciplinary program fosters understanding of the structure and function of environmental systems and their management. More specifically, the program focuses on the causes, impacts, and responses to environmental change in major urban areas. The doctoral program meets the urgent need for highly qualified, trained personnel in the private and public sectors to solve the world's growing environmental problems. Because a deep understanding of environmental issues and solutions to environmental problems requires the knowledge and analytic approaches of several disciplines, the program's faculty includes a wide range of natural, social and management scientists.

The doctoral program is centered on three separate yet interlocking research themes. Graduate students trained through the doctoral program focus on the intersections of these themes. The themes to be studied are:

- Water-Land Systems - Interactions between hydrological systems, including aquatic, estuarine, and coastal environments, and landscape structure and pattern.

The waterland systems approach considers the interactions of fluvial, estuarine, marine, groundwater, and wetland systems with patterns of human settlement and industry. The highly urbanized northeastern region of New Jersey, while compact geographically, is part of a complex coastal environment in which such interactions can readily be observed. Since the region has a long history of coastal industrial activity, land- and water-use impacts over time can be readily studied. MSU is situated in the heart of the region; consequently students can conveniently conduct doctoral research projects and training exercises there.

- Sustainability, Vulnerability, and Equity - conceptualization and operationalization of these emerging areas of study within the context of urban environmental management.

The concepts of sustainability, vulnerability, and equity have become critical for understanding urban environmental management. A primary objective of the doctoral program research mission is to more formally integrate these theoretical advancements into urban environmental change and management theory and practice. The themes of sustainability, vulnerability and equity constitute an interdisciplinary approach to urban environmental management that is based on the study of organizations and institutions. Research approaches within this component of the program are as follows: 1. Analysis of natural systems for the construction of indicators and establishing models for monitoring urban systems (e.g., water supply, material-use, waste systems) and associated environmental improvement or degradation; 2. Research into existing conditions and opportunities for enhancing the conditions of sustainability and equity, and vulnerability reduction in organizations and institutions, i.e., business, education, government-

tal, and non-governmental organizations (NGOs); and 3. Research into the dynamics of public policy and environmental sustainability, vulnerability, and equity.

- Modeling and Visualization - State-of-the-art computer-assisted techniques and methods to study the process of environmental change.

Modeling and visualization have become critical tools for environmental managers in advancing their understanding of how the major elements of the complex physical and human environment interact, particularly with respect to the urban environment. More sophisticated data gathering and processing devices, and updated software packages are the cutting-edge research tools for the environmental analysis and modeling community. This component of the doctoral program facilitates the integration of these new techniques and methods into the analysis of urban environmental issues. Within the program, there are several main research modeling and visualization themes. They include for example: 1. Linking environmental models to remote sensing and GIS for application to landscape dynamics; 2. Marine sediment and associated contaminant transport and chemodynamic modeling; and 3. Integration of modeling with other technologies like optical sensors and data acquisition electronics.

Goals of the doctor of Environmental Management Program: The overall mission is to emphasize research that is grounded in an interdisciplinary, systems-based approach to address environmental management issues. The specific objectives of the program are:

- To prepare environmental management professionals who will use research in a data based decision-making process that is firmly rooted in current scientific knowledge and methodology.
- To prepare environmental professionals who will recognize and analyze the relationships among the scientific, technological, societal and economic issues that shape environmental research and decision-making.
- To provide professionals already working in the environmental industry with an opportunity to pursue a rigorous, research-based, advanced degree as part-time, and evening students.

For information about the academic program: e-mail: debeusb@mail.montclair.edu; call: (973) 655-4448; or fax: (973) 655-4072.

For general graduate school information and graduate application: e-mail Graduate.School@montclair.edu; call: (973) 655-5147; or fax: (973) 655-9207

Visit the website: www.montclair.edu/graduate

ADMISSION REQUIREMENTS

Admission Requirements. Applicants must meet the university's graduate admissions criteria and submit the following for consideration:

1. A completed and signed application for doctoral study.
2. A personal essay describing your view of the relevance of doctoral study to your scholarly development, and your areas of potential research interest. Please also indicate any program faculty with whom you might work and with whom you have already communicated.
3. Official transcripts of undergraduate and any graduate work
4. GRE scores; TOEFL scores if necessary.

5. Three letters of recommendation from college/university faculty or professional colleagues who can attest to your potential for advanced study and research
6. Application fee.

Financial Aid: Several kinds of financial aid are available to graduate students who meet all admission requirements (see Financial Aid section in the front of the Graduate Catalog). A limited number of graduate assistantships including full tuition waivers, are available on a competitive basis for full-time D.Env.M. students. Applications for assistantships are included in the application packet.

Deadlines: The deadline for receipt of all application materials, including assistantship, is February 1st for admission in the following fall semester. Admission for Spring semester will be considered.

REQUIREMENTS FOR THE DOCTOR OF ENVIRONMENTAL MANAGEMENT DEGREE

Basic Degree Requirements: Students with a bachelor's degree will be required to take a minimum of 72 semester hours for the doctorate: 12 semester hours of required core courses, 24 semester hours of elective courses and 36 semester hours of research project and dissertation, which includes six semester hours of Research Project in Environmental Studies where a student develops research skills by working with one of several ongoing resident research groups. Following successful completion of the research seminar, a student must then complete a minimum of 24 semester hours of dissertation research. Up to 24 credits of previous graduate work may be applied towards the doctoral program when appropriate. Other requirements will include a doctoral qualifying examination and dissertation defense.

Residency: Doctoral program policies approved by the MSU Graduate council require a year of full-time residency, defined as registration for 9 credits per semester. For a student with a graduate assistantship, full-time study is 6 semester hours per semester. An alternative experience, outlined by the graduate advisor and approved by the program coordinator and the Graduate Dean, may fulfill the residency requirement. The program provides a specially designed residency experience for the student who is both working and engaged in graduate study. As an alternative experience, students will be placed in an intensive one-year research seminar linked to one of several ongoing research communities comprised of faculty and students working on related research. These research communities, linked by common interests; that include common space and equipment, structured meetings and seminars, and by electronic methods, create a support system of peers and mentors that is commonly lacking in part-time, non-residential graduate programs. The immersion in a team research project for a year with regular peer and mentor support and feedback satisfies the intent of residency.

Retention: It is essential that all students make continuing and regular progress toward their degree. Students are expected to maintain an overall 3.2 (out of 4.0) grade point average in all courses. Students take a qualifying exam appropriate to their course of study no sooner than completion of the first 36 credits of course work toward the doctoral

degree. This exam will be developed and graded by the student's dissertation committee. Students also have to pass an oral examination and defense of their research plans prior to starting research and gaining admission to candidacy for the degree.

Full-time students are required to complete all core courses (12 semester hours and 6 hours of research seminar) and 3 elective courses (minimum 9 semester hours) within the first 3 years following matriculation. Following completion of regular coursework, 12 semester hours of dissertation research must have completed within 2 years. Once research has started students must register each fall and spring semester for 3 credits of dissertation research until the dissertation is successfully defended. Research credits also can be generated during the summer.

Degree Candidacy: In order to advance to candidacy, the student must pass the retention requirements, and prepare and defend a dissertation research proposal. The dissertation committee may accept the research proposal, accept the proposal with modification, reject the proposal pending significant changes and a second oral defense, or reject the proposal completely. A student whose defense is rejected will be granted one additional opportunity to defend. Following acceptance of a research proposal, the student is expected to register for a minimum of 3 semester hours of dissertation research with her/his principal research advisor for consecutive semesters until the dissertation has been defended.

Dissertation: Each doctoral dissertation in the Environmental Management program will address an environmental problem in an integrative, interdisciplinary, original and unique manner. The dissertation must include the discovery of new knowledge relevant to the environmental problem, integration of new and prior knowledge and finally application of this knowledge to the solution of the problem. The dissertation must communicate the discovery, integration and application effectively in a form that can be readily disseminated to the environmental management community.

It is expected that a student will select a principal research advisor, dissertation committee and develop a research proposal prior to completion of coursework. The dissertation committee will generally be multidisciplinary, reflecting the nature of the interdisciplinary research. The committee must include at least 3 members of the Montclair State University Doctoral Faculty and must include a 4th member from outside the university. Committee members from outside the University must be approved according to existing Graduate School policy.

Final Defense: A public defense of the dissertation must be completed in accordance with current Graduate School policy, following which the dissertation committee can approve the dissertation, approve with modification, or reject. It is expected that all dissertations will be published in one or more national/international peer reviewed journals.

REQUIREMENTS FOR THE DOCTOR OF ENVIRONMENTAL MANAGEMENT DEGREE

	Semester Hours
I. Required Core Courses (12 semester hours)	
ENVR 721 Research Methods	3
ENVR 760 Organizational Environmental Management	3
Select one of the following (3 semester hours):	
BIOL 570 Ecology	3
ENVR 770 Earth Systems Science	3
Select one of the following (3 semester hours):	
LSLW 590 Environmental Law and Policy	3
MGMT 505 Management Process and Organizational Behavior	3
II. Research Requirement (minimum 24 semester hours of dissertation; maximum 30 semester hours of dissertation allowed to degree):	
ENVR 895 Research Project in Environmental Management I	3
ENVR 896 Research Project in Environmental Management II	3
ENVR 900 Dissertation	3
III. Electives (approved by committee)	24
(24 semester hours of courses selected with committee approval, 6 semester hours applied as additional dissertation credits based on student need and committee approval)	
Management and Social Science Courses	
CNFS 510 Environmental Impact of Recreation on Natural Areas	2
ECON 501 Economic Analysis	3
ECON 503 Economic Problems of the Third World	3
ECON 508 Economics of Public Management	3
ECON 544 Government and Business	3
ENVR 508 Environmental Problem Solving	3
ENVR 509 Environmental Change and Communication	3
ENVR 551 Natural Resource Management	3
ENVR 610 Seminar in Environmental Management	3
ENVR 704 Special Topics	1-4
EUGS 603 Reading Seminar in Geography and Urban Studies	2
GEOS 509 Water Resource Management	3
INBS 501 International Business: Concepts and Issues	3
INBS 511 Issues in International Management	3
INBS 520 Managing the Global Workforce	3
MGMT 510 Human Resource Management	3
SOCI 581 Sociological Perspectives on Health and Medicine	3
Physical Science Courses	
BIOL 532 Advanced Entomology	3
BIOL 550 Topics In Microbiology	3
BIOL 553 Microbial Ecology	4
BIOL 571 Physiological Plant Ecology	4
BIOL 572 Wetland Ecology	4
BIOL 573 Shoreline Ecology	4

BIOL	574 Behavioral Ecology	3
BIOL	580 Evolutionary Mechanisms	3
BIOL	595 Conservation Biology	3
CHEM	534 Chromatographic Methods: Theory and Practice	3
ENVR	704 Special Topics	1-4
GEOS	501 Air Resource Management	3
GEOS	513 Waste Management	3
GEOS	525 Environmental Geoscience	3
GEOS	530 Paleoecology	3
GEOS	552 Applied Groundwater Modeling	4
GEOS	560 Advanced Marine Geology	3
GEOS	571 Geophysics	3
GEOS	575 Geochemistry	3
HLTH	502 Determinants of Environmental Health	3
HLTH	565 Foundations of Epidemiology	3
PHMS	565 Tidal Marsh Ecology	4
PHMS	581 Coastal Geomorphology	4

Methods Courses

ENVR	655 Advanced Environmental Remote Sensing and Image Processing	3
ENVR	704 Special Topics	1-4
ENVR	775 Modeling in Environmental Science	3
EUGS	680 Spatial Analysis	3
EUGS	770 Geographic Information Systems	3
STAT	541 Applied Statistics	3

- IV. Additional requirements: 6
(6 credits may be used for courses or research, depending on student need.)

Minimum number of semester hours: 72

EARTH AND ENVIRONMENTAL STUDIES

Course Descriptions

ENVR 508 ENVIRONMENTAL PROBLEM SOLVING 3

The purpose of this course is to train students to define environmental problems, develop their skills in solving these problems, as well as commitment to work toward their solution. Each lesson consists of student preparation of reading selected articles, classroom orientation, field trips, and the student-instructor follow-up. Field trip topics include pedestrian/vehicle conflict, school site development, plants as a city resource, urban/rural recreation, sign ordinances, transportation and similar topics.

ENVR 509 ENVIRONMENTAL CHANGE AND COMMUNICATION 3

Prepare students as professional environmentalists: communication and journalism strategies, theory of persuasion, and roles as catalyst, solution giver, process helpers, and resource person.

ENVR 551 NATURAL RESOURCE MANAGEMENT 3

Provide background in natural resource management; wildlife, fisheries, forests, water and related components. Includes field trips.

ENVR 610 SEMINAR IN ENVIRONMENTAL MANAGEMENT 3

This is a methods seminar focusing on the techniques of managing a project with environmental significance. Students will design and plan in detail a project to improve an existing environmental problem or to implement an economically important project that would minimize environmental problems.

**ENVR 655 ADVANCED ENVIRONMENTAL REMOTE SENSING
AND IMAGE PROCESSING 3**

This course provides a forum to explore cutting edge advances in remote sensing of the environment afforded by new satellite and aircraft based imaging platforms and to provide facility with image processing (IP) and geographic information systems (GIS) software. Topics covered include multispectral, hyperspectral and multiangular reflectance data, very high resolution panchromatic imagery, active radar and lidar systems, microwave imagery, advanced spatial and statistical raster analysis, and interfaces to GIS. *Prerequisite: Matriculation in a graduate program or departmental approval.*

ENVR 721 RESEARCH METHODS 3

Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research, both cultural and physical; mapping techniques; the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.

ENVR 760 ORGANIZATIONAL ENVIRONMENTAL MANAGEMENT 3

This course examines the impact of profit, non-profit and public organizations on the natural environment. It analyzes the pressures, the types, and the procedures for implementing an environmental management system (EMS); and case studies from various organizations. It also studies the internal and external strategies of organizations relative to environmental sustainability goals.

Prerequisite: Matriculation in a graduate program or departmental approval.

ENVR 770 EARTH SYSTEMS SCIENCE 3

This course investigates geosystems. In studying processes within the atmosphere, hydrosphere, biosphere, and lithosphere, the course provides a holistic understanding of earth's historical, present and future systems. Current techniques and tools for data collection and analysis, such as field methods, GIS, Remote Sensing, are included in the course

Prerequisite: Matriculation in a graduate program or departmental approval.

ENVR 775 MODELING N ENVIRONMENTAL SCIENCE 3

This course introduces fundamental concepts of interphase and intraphase transfer and transport related to our living environment. It focuses more on natural interphase transfer, including pathways and fate, and is mainly designed to understand the mechanisms and processes. (3 hour lecture.)

Prerequisite: One-year college level courses in mathematics, physics, geology, biology or chemistry; or departmental approval.

ENVR 895 RESEARCH PROJECT IN ENVIRONMENTAL MANAGEMENT I 3

The course is structured to provide doctoral students with the opportunity to develop or update the research skills needed to design and complete a dissertation. Students can either develop an independent topic for their research project in consultation with faculty advisors or they can choose to work on one of the University's on-going environmental studies research projects.

Prerequisite: Departmental approval.

ENVR 896 RESEARCH PROJECT IN ENVIRONMENTAL MANAGEMENT II 3

The course is structured to provide doctoral students with the opportunity to develop or update the research skills needed to design and complete a dissertation. Students can either develop an independent topic for their research project in consultation with faculty advisors or they can choose to work on one of the University's on-going environmental studies research projects.

Prerequisite: ENVR 895

ENVR 900 DISSERTATION ADVISEMENT 3

While enrolled in Dissertation Advisement, students will work with their dissertation advisor and dissertation committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the successful conclusion of the dissertation defense, a final grade of pass will be recorded.

Prerequisite: Advancement to Candidacy.

EUGS 603 READING SEMINAR IN GEOGRAPHY AND URBAN STUDIES 2

Required of all master's degree candidates concentrating in Geography and Urban Studies. This semester entails directed independent study in preparation for a 3-hour written comprehensive examination.

EUGS 680 SPATIAL ANALYSIS 3

This course will introduce students to techniques for the analysis of spatial data. The course will heavily utilize GIS and Remote Sensing data with particular attention to applications and manipulation techniques. Topics include characterizing spatial data, data sampling, visualization, data modeling, point pattern analysis, and spatial data interaction.

Prerequisite: A GIS course, EUGS 470 or higher level.

GEOS 501 AIR RESOURCE MANAGEMENT 3

Spatial distribution of energy in the atmosphere treated in terms of natural factors and man's induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.

Prerequisite: For majors in the College of Science and Mathematics.

GEOS 509 WATER RESOURCE MANAGEMENT 3

The spatial patterns of the water resource both as surface water and ground-water. Processes affecting availability and techniques of estimation are stressed.

Prerequisite: For majors in the College of Science and Mathematics.

GEOS 513 WASTE MANAGEMENT 3

This course examines liquid waste management (sewage, sewerage, septic, and acid mine drainage) and solid waste management (composting, incineration, dumps, sanitary landfills, ocean dumping, and resource recovery). Management of radioactive wastes is included.

Prerequisite: For majors in the College of Science and Mathematics.

GEOS 525 ENVIRONMENTAL GEOSCIENCE 3

In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture)

Prerequisite: Graduate standing in either the Environmental Studies-Physical or Geoscience Program, or instructor's permission.

GEOS 530 PALEOECOLOGY 3

Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab)

Prerequisite: Course in invertebrate paleobiology.

GEOS 552 APPLIED GROUNDWATER MODELING 4

Introduction to groundwater flow and contaminant transport modeling, using a variety of current software packages. Saturated and unsaturated media will be considered. Emphasis is on application of models to the solution of common problems encountered in hydrology industry and research. (3 hours lecture; 2 hours lab.)

Prerequisites: Undergraduate hydrogeology course and college-level calculus or departmental approval.

GEOS 560 ADVANCED MARINE GEOLOGY 3

Development and evolution of the ocean basins; marine sedimentation; shoreline development and classification; submarine topography; mineral resources of the sea. Laboratory analysis of marine sediments and fossil assemblages. Required field trips. (2 hours lecture; 2 hours lab.)

Prerequisites: Courses in physical geology and one 400 level course in marine geology or oceanography.

GEOS 571 GEOPHYSICS 3

Theory and application of conventional geophysical methods: seismology, magnetism, electricity and gravity. Laboratory includes the collection and interpretation of geophysical data. Field trips. (3 hours lecture.)

Prerequisites: Courses in physical geology and College Physics II and Calculus A.

GEOS 575 GEOCHEMISTRY 3

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes), study of meteorites. Required field trips. (3 hours lecture)

Prerequisites: General chemistry, petrology.

PHMS 565 TIDAL MARSH ECOLOGY 4

Salt marsh development and pysiography: community structure, energetics, and interrelationships. The role of salt marshes in estuarine and marine systems. The impact of man on the marsh. Offered at N.J. Marine Sciences consortium.

Prerequisite: Departmental approval.

PHMS 581 COASTAL GEOMORPHOLOGY 4

Coastlines and their evolution; processes and materials of the coastal zone; shore zone hydrodynamics and sedimentation: beach and barrier systems with special emphasis on the New Jersey shoreline. Offered at New Jersey Marine Sciences Consortium.

Prerequisite: Departmental approval.

BIOLOGY

Course Descriptions

BIOL 532 ADVANCED ENTOMOLOGY 3

Examination of insects as model systems for biological inquiry. Topics include an integrative treatment of insect molecular biology, genetics, physiology, behavior, evolution and ecology.

Prerequisite: Matriculation in M.S. Biology program or permission of instructor.

BIOL 550 TOPICS IN MICROBIOLOGY 3

Coverage of selected topics such as the microbial genetics, antibiotic action, bacteriophage, virus, cancer and microbial metabolism. Emphasis will be placed on practical applications of modern research in specific areas.

Prerequisite: Microbiology.

BIOL 553 MICROBIAL ECOLOGY 4

Exploration of the essential role of microorganisms in the ecosystem. Lecture, field trips and laboratory will demonstrate the ubiquitous and highly adaptive evolution of microorganisms, their interrelationships and their profound influence on the biosphere.

Prerequisites: Microbiology.

BIOL 570 ECOLOGY 3

Basic ecological principles and concepts. Habitat approach to field exercises in fresh water and terrestrial ecology. Intra- and interspecific relationships with all living members of the ecosystem, problems in plant and animal biology.

Prerequisites: Botany and zoology.

BIOL 571 PHYSIOLOGICAL PLANT ECOLOGY 4

The effects of soil, light, and water on plant growth, as well as, toxic effects of metals and salinity are measured using growth chamber and greenhouse facilities.

Prerequisite: Botany and one course in field biology. Special fee.

BIOL 572 WETLAND ECOLOGY 4

Important biotic, chemical and physical parameters of New Jersey's estuaries. Evolution and successional trends of estuarine communities. Ecology of individual communities studies by field trips to Delaware Bay shore and to some Atlantic coast bays, marshes and offshore barrier islands. Also offered at the New Jersey Marine Sciences Consortium.

Prerequisites: Botany, and zoology, and field biology. Special fee.

BIOL 573 SHORELINE ECOLOGY**4**

Community structure, trophic dynamics, species diversity and distribution of bottom dwelling organisms in relationship to their environment; lectures, laboratory work and field investigations of marine benthos. Also offered at the New Jersey Marine Sciences Consortium.

Prerequisites: Botany, and zoology, and field biology.

BIOL 574 BEHAVIORAL ECOLOGY**3**

This seminar course explains the ecological consequences of animal behavior, viewed within the context of how behavior evolves and how populations adapt to their environments.

Prerequisites: Field biology and zoology.

BIOL 580 EVOLUTIONARY MECHANISMS**3**

This course will provide students the opportunity to read primary resource material and interpret the findings of the data. This course will also teach students how to read, critique and present scientific data to a peer group. Students will analyze, discuss and present primary research articles with respect to scientific content, accuracy of the data and significance of the experiments.

Prerequisite: Matriculation in the M.S. Biology program or permission of instructor.

BIOL 595 CONSERVATION BIOLOGY:**3****THE PRESERVATION OF BIOLOGICAL DIVERSITY**

This course addresses concerns about the loss of biological diversity and genetic resources through species extinctions. Students will learn about the importance of maintaining biological diversity, the problems involved in monitoring and protecting sensitive and crucial habitat, the impact of human societies on biodiversity, the alternatives to the destruction of habitat/species, the prospects of restoration, and the policies needed to prevent the loss of biological diversity. Students will also learn about population processes that are directly related to species survival. This course is cross listed with CNFS 595.

Prerequisite: Botany, and zoology, and field biology.

CHEMISTRY

Course Descriptions

CHEM 534 CHROMATOGRAPHIC METHODS: THEORY AND PRACTICE**3**

A combined lecture/hands-on course in the theory and practice of chromatography; including GC, HPLC, GC-MS, GPC, and SFC, as well as computerized instrument control, data acquisition, and processing.

Prerequisites: CHEM 310 (Analytical Chemistry) and 311 (Instrumental Analysis) or equivalents.

ECONOMICS

Course Descriptions

ECON 501 ECONOMIC ANALYSIS**3**

The resource allocation and distribution of income implications of a market oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand, and, the theoretical cost structure of firms.

- ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3**
 A survey of major economic problems of the Third World; examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between First and Second Worlds with the Third World.
Prerequisite: ECON 501.
- ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**
 Computer-based applications of capital theory to the decision-making process of government. Analysis of alternative approaches to public sector project evaluation. Spreadsheet applications of project analysis in physical and human resource management areas covering water resources, public health, and education.
Prerequisite: ECON 501.
- ECON 544 GOVERNMENT AND BUSINESS 3**
 The evolution of government influences on the functioning of the American economy. The causes and consequences of government regulation and control. The importance of economic analysis in the foundation of public policies.
Prerequisites: ECON 501.

HEALTH PROFESSIONS, PHYSICAL EDUCATION, RECREATION AND LEISURE STUDIES

Course Descriptions

- HLTH 502 DETERMINANTS OF ENVIRONMENTAL HEALTH 3**
 Advanced study of health and safety aspects of the environment: air, water, industrial pollution and the impact of expanding population on health problems.
- HLTH 565 FOUNDATIONS OF EPIDEMIOLOGY 3**
 Provides an understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses by analytical epidemiologic research design, the determination of causality and value of epidemiologic research in developing disease prevention programs.

LEGAL STUDIES

Course Descriptions

- LSLW 590 ENVIRONMENTAL LAW AND POLICY 3**
 The goal of this course is to provide students with the theoretical foundations and practical applications of Environmental Law. The course will utilize a model and method approach, which will present theory and procedure in a case problem context. The course will acquaint students with various traditional legal theories and compare and contrast them with law as it has evolved to meet new changes in society.

Course Descriptions

3

Prerequisite: M.B.A. and D.Env.M. degree students only.

3

Prerequisite: MGMT 505.

Course Descriptions

3

Prerequisite: ECON 501; M.B.A. degree students only.

3

Prerequisites: MGMT 505.

3

Prerequisite: MGMT 505.

MATHEMATICS (STATISTICS)

Course Descriptions

STAT 541 APPLIED STATISTICS 3

Review of estimation and hypothesis testing for one sample and two sample problems; introduction to non-parametric statistics, and linear regression; fundamental principles of design, completely randomized design, randomized block design, Latin square, and 2 factor designs.

Prerequisite: STAT 440 Fundamentals of Modern Statistics or 443 Introduction to Mathematical Statistics and permission of graduate coordinator.

NEW JERSEY SCHOOL OF CONSERVATION

Course Descriptions

CNFS 510 ENVIRONMENTAL IMPACT OF RECREATION ON NATURAL AREAS 2

Students will examine the impact of recreation on natural areas in four of New Jersey's major ecosystems: upland forest, pine lands, salt marsh and barrier beach. Investigation of recreation records and plans will allow for comparison and contrast of heavily used sites with those which have been relatively undisturbed. Students develop "recreation impact statements". CNFS 511 must be taken concurrently.

Prerequisite: Special fee.

Corequisite: CNFS 511.

CNFS 511 FIELD INVESTIGATION OF ENVIRONMENTAL IMPACT OF RECREATION ON NATURAL AREAS 1

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course, "Environmental Impact of Recreation on Natural Areas" (CNFS 510), and to provide practical exercises in measuring impact on recreational areas. CNFS 510 must be taken concurrently.

Corequisite: CNFS 510.

SOCIOLOGY

Course Descriptions

SOCI 581 SOCIOLOGICAL PERSPECTIVES ON HEALTH AND MEDICINE 3

This course will introduce the student to the interesting and complex relationships that exist between society, health, and health care. Class lecture discussions will focus on the connections between social structure, the quality of the physical and social environment, and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one's body, the perception of disease, and the construction of medical knowledge.

ANTHROPOLOGY

Chairperson: To Be Announced

Program Coordinator: Dr. Kenneth Brook

COMBINED BACHELOR AND MASTER OF ARTS DEGREES IN PRACTICAL ANTHROPOLOGY

THE PROGRAM

The five-year combined undergraduate and graduate program in practical anthropology culminating with the MA degree provides an integrated undergraduate and graduate education in anthropology. Its primary objective is to provide students with the knowledge, skills and experience to pursue careers in applied anthropology. Along with the applied focus, the program maintains anthropology's holistic tradition of integrating biological, archaeological, linguistic, and cultural approaches to understanding human behavior.

CAREER OPPORTUNITIES

- Museum curating;
- Historical preservation and reconstruction;
- Government and private planning and research agencies;
- International relations organizations;
- Public interest organizations, community planning;
- Medical and mental health programs;
- Helping professions;
- Market research, consumer affairs.

PROGRAM OBJECTIVES

- To familiarize students with anthropology's five major subfields: archaeology, biological anthropology, linguistics, cultural anthropology and applied anthropology.
- To foster cultural sensitivity by addressing basic uniformities in human concerns and diverse cultural practices.
- To introduce students to the applications of anthropology in contemporary affairs, and to the contexts within which practicing anthropologists function.
- To instruct students in the qualitative and quantitative methods used by practicing anthropologists.
- To provide specialized preparation for students in needs and impact assessment, program evaluation, policy development, communication and mediation, and cultural resource management.
- To provide actual field experience in the practice of anthropology by placing students in regional public and private agencies, where under faculty guidance and agency supervision, they assume responsibility for completing a significant project.
- To educate students about career opportunities in applied anthropology and the best strategies to be used in marketing their skills and experience.

ADMISSION TO THE PROGRAM

The needs of graduate applicants are reviewed on an individual basis to insure that prerequisites for successful completion of the program are satisfied. Every effort is made to minimize the number of undergraduate courses required of entering new students. During the final year of the program, each student conducts an apprenticeship in an actual work setting. To be awarded the MA in Practical Anthropology, students must achieve a minimum 3.0 average, and complete a treatise based upon the apprenticeship experience. Students interested in this innovative and comprehensive program are advised to contact the department chair or program coordinator for further information.

PROGRAM OVERVIEW

In combination, undergraduate and graduate course work in anthropology includes the following areas: basic core courses; practical anthropology; theory and methods in anthropological research and practice; urban anthropology; culture change; quantitative methods; computer applications; non-Western cultures; and topical courses related to the student's career interests. Apprenticeship and treatise requirements are fulfilled in cooperation with faculty advisors.

REQUIREMENTS FOR THE COMBINED BACHELOR AND MASTER OF ARTS DEGREES IN PRACTICAL ANTHROPOLOGY

	Semester Hours
I. Required Courses:	
A. Core Courses (12 semester hours)	
ANTH 100 Cultural Anthropology	3
ANTH 101 Physical Anthropology	3
ANTH 102 Anthropological Linguistics	3
ANTH 103 Prehistoric Archaeology	3
B. Track Courses (18 semester hours)	
Undergraduate (12 semester hours)	
ANTH 201 Contemporary Practical Anthropology	3
ANTH 210 Urban Anthropology	3
ANTH 300 Methods in Anthropological Research and Practice	3
ANTH 401 Seminar in Anthropological Theory	3
Graduate (6 semester hours)	
ANTH 550 Culture Change	3
PRAN 531 Regional Studies in Practical Anthropology	3
C. Quantitative Methods (4 semester hours)	
SOCI 240 Statistics for Social Research	4
II. Cross Cultural Electives (6 semester hours)	
ANTH 110 Anthropology of Multicultural America	3
ANTH 115 Cultures of the Middle East	3
ANTH 120 Native North Americans	3

	ANTH 140	Non-Western Contributions to the Western World	3
	ANTH 150	Native Latin Americans	3
	ANTH 170	Peoples of Africa	3
	ANTH 220	American Folk Culture	3
	ANTH 270	Archaeology of Ancient Middle America	3
III.	Theory and Methods Electives (12 semester hours)		
	Undergraduate courses (6 semester hours)		
	ANTH 230	Conflict and Violence	3
	ANTH 240	Human Variation	3
	ANTH 330	Anthropology of Food and Nutrition	3
	ANTH 340	Anthropology of Work	3
	ANTH 350	Anthropology of Aging and the Aged	3
	ANTH 360	Cultural Ecology	3
	ANTH 370	Experimental Archaeology	3
	ANTH 380	Anthropology of Women	3
	ANTH 405	Psychological Anthropology	3
	ANTH 414	Selected Issues in Anthropology	3
	ANTH 425	Anthropology of Religion	3
	ANTH 440	Medical Anthropology	3
	ANTH 460	Field Methods: Visual Anthropology	3
	ANTH 470	Field Methods in Archaeology	3
	ANTH 480	Independent Research in Anthropology	3
	Graduate courses (6 semester hours)		
	ANTH 510	Ethnology	3
	ANTH 530	Development Anthropology	3
	ANTH 538	Ethnopsychology	3
	ANTH 540	Anthropology of Cities	3
	ANTH 547	Woman: A Cross-Cultural Perspective	3
	ANTH 560	Applied Medical Anthropology	3
	ANTH 570	Prehistoric North America	3
	ANTH 601	Independent Anthropological Research	3
IV.	Collateral Courses (18 semester hours - see advisor)		
	Five (5) undergraduate courses		15
	One (1) graduate course		3
V.	Apprenticeship (24 semester hours)		
	PRAN 420	Pre-Apprenticeship in Anthropology I	3
	PRAN 430	Pre-Apprenticeship in Anthropology II	3
	PRAN 520	Apprenticeship in Anthropology	9
	PRAN 620	Post-Apprenticeship in Practical Anthropology	9

ANTHROPOLOGY

Course Descriptions

Semester Hours

PRAN 420 PRE-APPRENTICESHIP IN ANTHROPOLOGY I 3

Identification of an applied research problem suitable for the apprenticeship, formulation of a set of research objectives, and review of the appropriate literature.

Prerequisite: ANTH 300.

PRAN 430 PRE-APPRENTICESHIP IN ANTHROPOLOGY II 3

Building on their knowledge of applied anthropology topics, selection of a research topic, and literature review in PRAN 420, this course provides students with instruction regarding the process of research site selection and project design. Students identify potential organizations for eventual apprenticeship placement. Emphasis is placed on the systematic gathering and analysis of information about both public and private sector organizations in the greater New York/New Jersey metropolitan area. This includes initial organization visitations relative to selecting an apprenticeship setting, the identification of an applied research problem, developing an apprenticeship contract, and preliminary research project design.

Prerequisite: PRAN 420.

PRAN 520 APPRENTICESHIP IN ANTHROPOLOGY 9

As an outgrowth of their pre-apprenticeship experiences, students are required to implement their practical anthropological fieldwork projects. Under faculty guidance and agency supervision, students collect and analyze data and the write a preliminary agency report. These experiences afford students opportunities both to test their knowledge and to gain disciplined practice in their profession.

Prerequisite: PRAN 430.

PRAN 531 REGIONAL STUDIES IN PRACTICAL ANTHROPOLOGY 3

This course uses anthropological approaches to primary and secondary data sources and participatory methodologies in exploring contemporary issues in the New York-New Jersey metropolitan area. Focal issues will vary from semester to semester.

PRAN 620 POST-APPRENTICESHIP IN PRACTICAL ANTHROPOLOGY 9

The preparation and approval of a formal and systematically written monograph, based on an applied anthropology apprenticeship conducted in an agency or other appropriate setting.

Prerequisite: PRAN 520.

PRAN 621 TREATISE CONTINUATION 1

This course provides the opportunity for students who have not completed the treatise during the semester long PRAN 620, Post Apprenticeship in Anthropology course, to fulfill all requirements of the treatise during additional semesters. This course may be repeated three times; the maximum number of credits is one.

Prerequisite: PRAN 620.

ANTH 510 ETHNOLOGY 3

A graduate introduction to anthropological field research, human evolution, cultural variation, and anthropological approaches to modern world problems.

ANTH 530 DEVELOPMENT ANTHROPOLOGY 3

A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.

ANTH 540 ANTHROPOLOGY OF CITIES 3

This course constitutes an examination of urbanism and the process of urbanization from a cross-cultural, comparative perspective. The course is designed to expose the student to the major conceptual models of urban communities, cities, nation states and the world system. We will study the works of scholars who have engaged in debates about these complex sociocultural formations.

ANTH 550 CULTURE CHANGE 3

Emphasis on the dynamics of cultural change and continuity. Factors and conditions which stimulate and reward culture change are reviewed. Particular attention is given to how the cultural, economic, political and social interests of major international powers produce change and conflict throughout the developing world.

ANTH 560 APPLIED MEDICAL ANTHROPOLOGY 3

This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.

ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH 3

Directed research towards the preparation of a written paper on a topic of theoretical importance in anthropology. A tutorial without formal class meetings.

Prerequisites: Departmental approval.

ART AND DESIGN

Chairperson: Prof. Daryl Joseph Moore

Director (MFA): Prof. John Czerkowicz

Graduate Coordinator (MA): Dr. Dorothy Heard

The Department of Art and Design provides graduate study in an intensively visual arts focused environment. Two distinctive professional degrees are offered: The Master of Fine Arts in Studio Art (MFA) and the Master of Fine Arts in Fine Arts (MA). Further the MA offers a range of specialized concentrations: Fine Arts Education, Art History, and Studio. All programs encourage a focus on interdisciplinary visual arts and issues beyond the academic settings of the classroom and studio.

MASTER OF FINE ARTS DEGREE IN STUDIO ART (MFA)

The Master of Fine Arts in Studio Art addresses the needs of students who are preparing themselves for careers as artists in the contemporary art world. The Department has designed a flexible program that allows students to work in any MFA studio in any given semester providing that it relates to the student's ongoing project. This gives the student greater access to a diversified faculty. Our program will also include interdisciplinary courses that allow the students and the faculty to introduce concepts that are not rooted in a specific discipline. The focus in all studio courses is working with a particular faculty member/artist.

A Master of Fine Arts degree in Studio Art will be awarded to those students who successfully complete the 60 credit program requiring a minimum of two years of full-time study in residence at the University. The program defines a student as having full-time status if he/she is enrolled for 15 semester hours per semester. All course schedules must be approved by the MFA graduate advisor. While University policy permits students six years to complete the degree, MFA students are strongly encouraged to complete the degree during the two year time period that they are assigned studio space on campus. An extension of course work beyond two years will be considered in exceptional circumstances but studio space will not be provided beyond a two year maximum.

ADMISSION REQUIREMENTS

Applicants to the MFA program will be expected to possess a Bachelor of Fine Arts degree (BFA) or an undergraduate degree with a minimum of 40 semester hours of studio course work, or an MA in Studio Art. Prerequisites will include a minimum of 15 semester hours in art history. Official transcripts of all graduate and undergraduate work and two letters of recommendation are also required. The applicant's ability as an artist and competence in the history of art will be the primary considerations in making the admissions decision. The application file, a portfolio of recent work, and a statement of intent will be reviewed by the MFA committee.

REQUIREMENTS FOR THE MASTER OF FINE ARTS DEGREE IN STUDIO ART (MFA)

	Semester Hours
I. Required Courses (48 semester hours):	
ARCR 501 MFA Seminar in Theory and Criticism I	3
ARCR 601 MFA Seminar in Theory and Criticism II	3
ARST 501 MFA Seminar in Studio Art I	3
ARST 601 MFA Seminar in Studio Art II	3
ARST 502 Independent Study: Independent Studio Work I	3
ARST 506 Special Topics in Studio Art I	3
ARST 507 Special Topics in Studio Art II	3
ARST 508 Independent Study: MFA Research Project I.....	3
(Or ARST 512 or 514 or 516 or 518 or 520 or 522 or 524 or 526 or 528 or 530 or 532)	
ARST 509 Independent Study: MFA Research Project II	3
(Or ARST 513 or 515 or 517 or 519 or 521 or 523 or 525 or 527 or 529 or 531 or 533)	
ARST 604 Independent Study: Project Criticism I	3
ARST 608 Independent Study: MFA Final Project I	3
(Or ARST 612 or 614 or 616 or 618 or 620 or 622 or 624 or 626 or 628 or 630 or 632)	
ARST 609 Independent Study: MFA Final Project II.....	3
(Or ARST 613, or 615 or 617 or 619 or 621 or 623 or 625 or 627, or 629, or 631, or 633)	
ARST 650 Independent Study: MFA Exhibition, Paper and Final Review	3
Art History (ARHS 400-600) (a maximum of 6 sh at the 400 level)	9
II. Studio Electives (select 6 semester hours from the following):	
ARST 503 Independent Study: Independent Studio Work II	3
ARST 605 Independent Study: Project Criticism II	3
ARST 606 Special Topics in Studio Art III	3
ARST 607 Special Topics in Studio Art IV	3
ARST ____ Additional 3 semester hours in <i>Independent Study</i> : <i>MFA Research Project I</i>	
ARST ____ Additional 3 semester hours in <i>Independent Study</i> : <i>MFA Final Project II</i>	
III. General Electives	6
(Any graduate course, 500 level or above)	

Minimum semester hour: 60

MASTER OF ARTS DEGREE IN FINE ARTS (MA) CONCENTRATIONS IN STUDIO, ART HISTORY, AND FINE ARTS EDUCATION

The Master of Arts in Fine Arts allows for a concentration in Studio, Art History or Fine Arts Education. Areas of specialization in Studio are: painting, sculpture, photography, cinematography, drawing, ceramics, printmaking, fiber arts and jewelry. Areas of specialization in art history are: Medieval, Northern Renaissance, Italian Renaissance, Baroque, Neo-classical, Nineteenth Century and Twentieth Century. Areas of focus in Art Education are: Art History or Studio and either a project or thesis approach to inquiry.

ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State University will be followed in respect to this program. Applicants to the Department of Art and Design are required to take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Eligibility for matriculation for a Concentration in Studio, Art History, or Fine Arts Education requires either an undergraduate degree in fine arts or the equivalent as determined by the department. Advice concerning all requirements, including art history requirements, writing samples, admission interviews, portfolio reviews, and suggested portfolio contents may be obtained from the department's graduate advisor.

Candidates for admission to the Fine Arts Education Concentration must have certification in Art by the Department of Education of New Jersey or an equivalent and reciprocal certification from another state. Candidates must also have 15 semester hours of undergraduate art history and an undergraduate GPA of 3.00. A writing sample and a successful portfolio review by the department's admissions committee is also required.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FINE ARTS (MA)

CONCENTRATION IN STUDIO

	Semester Hours
I. Required Courses (12 Semester Hours):	
ARST 600 Seminar in Art I: Contemporary Art and Aesthetics	3
ARST 610 Seminar in Art II: Graduate Project	3
Art History (400-600 level) (to be selected with the approval of the graduate advisor)	6
II. Specialization (15 semester hours):	
Studio courses 500-600 level with at least 12 semester hours in one studio area (to be selected with the approval of the graduate advisor)	15
III. Free Electives	6
IV. Final Oral Examination and Graduate Project and Paper Review: Information concerning this requirement may be obtained from the graduate advisor.	

CONCENTRATION IN ART HISTORY

	Semester Hours
I. Required Courses (6 semester hours):	
ARHS 503 Graduate Resources and Methods of Research in the Arts	3
ARHS 698 Master's Thesis	3
II. Art History Seminars	6
III. Art History Electives	15
To be selected with the approval of the graduate advisor.	
Courses may be chosen from ARHS 400 level (maximum 9 semester hours), ARHS 500-600 level courses, as well as ARST 600, ARGS 553 and ARGS 653 by approval of advisor.	
IV. Free Electives	6
Fine Arts courses or courses in other departments. Subjects pertinent to the candidate's Concentration in Art History are recommended, such as: photography, drawing, painting, sculpture, history, literature, foreign language, religion, phi- losophy. To be selected with approval of the graduate advisor.	
V. Final Oral Examination and Thesis Defense.	
Information concerning this requirement may be obtained from the graduate advisor.	

Minimum semester hours: 33

CONCENTRATION IN FINE ARTS EDUCATION

	Semester Hours
I. Required Courses:	
ARED 501 Contemporary Viewpoints in Art Education	3
ARED 502 Advanced Curriculum Construction in Art Education	3
ARHS 590 Modern Philosophies of Art I	3
Any 400-600 level Art History course, except ARHS 503, to be selected with the approval of the departmental Graduate Advisor	3
II. <i>Either A, B, or C:</i>	
A. Visual Project and Report - Studio	
ARST 600 Seminar in Art I: Contemporary Art and Aesthetics	3
ARST 610 Seminar in Art II: Graduate Project	3
ARED 550 Independent Study in Art Education	3
and	
Studio courses	6
500-600 level with 6 semester hours of sequential graduate-level study in one studio area listed below, to be selected with the approval of the graduate advisor.	
<i>Prerequisite: Students must have the equivalent of 9 semester hours of under- graduate study in their intended graduate studio area.</i>	
Ceramics (ARCE 500, 510, 600, 610)	
Cinematography (ARFM 500, 510, 600, 610)	
Drawing (ARDW 500, 510, 600, 610)	

Fibers and Fabrics (ARFI 500, 510, 600, 610)
 Metalwork and Jewelry (ARMJ 500, 510, 600, 610)
 Painting (ARPA 500, 510, 600, 610)
 Photography (ARPH 500, 510, 600, 610)
 Printmaking (ARPM 500, 510, 600, 610)
 Sculpture (ARSC 500, 510, 600, 610)

B. Master's Thesis-Studio

ARED 698 Master's Thesis 3
 ARED 550 Independent Study in Art Education 3
 ELRS 503 Methods of Research 3
 or
 ARHS 503 Graduate Resources and Methods of Research in the Arts 3
 and
 Studio courses 6
 500-600 level with 6 semester hours of sequential graduate-level study in one studio area listed below, to be selected with the approval of the graduate advisor.
Prerequisite: Students must have the equivalent of 9 semester hours of undergraduate study in their intended graduate studio area.
 Ceramics (ARCE 500, 510, 600, 610)
 Cinematography (ARFM 500, 510, 600, 610)
 Drawing (ARDW 500, 510, 600, 610)
 Fibers and Fabrics (ARFI 500, 510, 600, 610)
 Metalwork and Jewelry (ARMJ 500, 510, 600, 610)
 Painting (ARPA 500, 510, 600, 610)
 Photography (ARPH 500, 510, 600, 610)
 Printmaking (ARPM 500, 510, 600, 610)
 Sculpture (ARSC 500, 510, 600, 610)

C. Master's Thesis-Art History

ARED 698 Master's Thesis 3
 ARED 550 Independent Study in Art Education 3
 ELRS 503 Methods of Research 3
 or
 ARHS 503 Graduate Resources and Methods of Research in the Arts 3
 and
 One graduate level art history course 3
 One course at the 500 or above level in the same area of art history as one of the above required art history courses (Ancient, Medieval, Renaissance, Modern or non-Western)
 and
 One graduate level studio course 3
 One course at the 500 level or above in one graduate studio area listed below to be selected with the approval of the graduate advisor.
Prerequisite: Students must have the equivalent of 9 semester hours of undergraduate study in their intended graduate studio area.
 Ceramics (ARCE 500, 510, 600, 610)
 Cinematography (ARFM 500, 510, 600, 610)

Drawing (ARDW 500, 510, 600, 610)
Fibers and Fabrics (ARFI 500, 510, 600, 610)
Metalwork and Jewelry (ARMJ 500, 510, 600, 610)
Painting (ARPA 500, 510, 600, 610)
Photography (ARPH 500, 510, 600, 610)
Printmaking (ARPM 500, 510, 600, 610)
Sculpture (ARSC 500, 510, 600, 610)

III. Electives: (6 semester hours):

Either A or B:

A.

Students following the Visual Project and Report course of study may select graduate level courses (numbered 500 or above) from any department to satisfy this elective requirement.

or

B.

Students intending to write a master's thesis must take a minimum of one 3 semester hours course in a non-fine arts discipline which will provide the student with adequate background information to conduct interdisciplinary inquiry, such as:

Special Education (SPED 579; 588; 589)

Educational Leadership (ELAD 510; 521)

Law (LSLW 531; 554)

History (HIST 515; 518)

Sociology (SOCI 563; 566; 568; 569)

Philosophy (PHLC 508; 509; 615)

Anthropology (ANTH 510)

V. Final Oral Examination

Final oral examination in relation to Visual Project and Report or Master's Thesis. In addition to the successful completion of required course work all candidates are required to make a final presentation of either a project of visual work connected to their studio area and a related project report; or a Master's Thesis. Visual Project and Report or Master's Thesis must demonstrate direct links to classroom pedagogy. Advice concerning this requirement may be obtained from the departmental Graduate Advisor.

Minimum total semester hours: 33

ART AND DESIGN

MFA in Studio Art Course Descriptions

	Semester Hours
ARCR 501 MFA SEMINAR IN THEORY AND CRITICISM I	3
An appropriate amount of written critical work and relevant required readings will be assigned, accompanied by regular discussions and critiques of student work in progress. Visits to area museums and galleries are required and such material evidenced in the level of conversation and student work. The seminar will be instructed by a visiting art critic. Offered fall semester. <i>Prerequisite: MFA majors only. Special fee.</i>	
ARCR 601 MFA SEMINAR IN THEORY AND CRITICISM II	3
Continuation of ARCR 501. Taken serially. Offered Fall semester. <i>Prerequisites: ARCR 501, a total of 30 semester hours in MFA degree program (ARCR, ARST, ARHS: 500 level), departmental approval, MFA majors only. Special fee.</i>	
ARST 501 MFA SEMINAR IN STUDIO ART I	3
Weekly seminars given by visiting artists, fine arts faculty and the visiting critic. Discussions on major issues in contemporary art and critiques of the students' ongoing projects. MFA seminars are coordinated by the visiting critic and the MFA Director. Offered Spring semester only. <i>Prerequisites: 15 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.</i>	
ARST 502 INDEPENDENT STUDY: INDEPENDENT STUDIO WORK I	3
Taken in the first year of the program, the student works independently under the guidance of a visiting or full-time faculty member selected by the student (different from the faculty member engaged in the MFA Research Project). The faculty member should be selected based on his/her particular interest in the student's Research Project. <i>Prerequisites: Departmental approval; MFA majors only. Special fee.</i>	
ARST 503 INDEPENDENT STUDY: INDEPENDENT STUDIO WORK II	3
Continuation of ARST 502. Taken serially. <i>Prerequisites: ARST 502; departmental approval; MFA majors only. Special fee.</i>	
ARST 506 SPECIAL TOPICS IN STUDIO ART I	3
Each course is a seminar/workshop experience which addresses a specific topic in the visual arts. Topics may be interdisciplinary in nature or speak to a particular studio discipline and may include an investigation of new media and processes. The topic for each course will be announced at registration time. <i>Prerequisites: Departmental approval; MFA majors only. Special fee.</i>	
ARST 507 SPECIAL TOPICS IN STUDIO ART II	3
Taken serially. Each course addresses a new topic in the visual arts. Topics should not be repeated. <i>Prerequisites: ARST 506; departmental approval; MFA majors only. Special fee.</i>	

ARST 508 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6 PAINTING

The student will be guided toward the development of a consistent body of work. Exploration of a variety of approaches and techniques will be encouraged in order that the student can most fully realize his/her personal artistic aims.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 509 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3 PAINTING

Continuation of ARST 508. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 512 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6 DRAWING

This course allows the student to begin focusing on drawing as a fine art. It will explore the major applications of a variety of graphic media while stressing the drawing as a mode or art form unto itself.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 513 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3 DRAWING

Continuation of ARST 512. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 514 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6 PRINTMAKING

The student begins to research and develop a creative project under the guidance of a faculty mentor selected by the student. The student may work with traditional and nontraditional printmaking processes resulting in multiples or unique images such as monoprints.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 515 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3 PRINTMAKING

Continuation of ARST 514. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 516 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6 PAPERMAKING

Individualized creative studies for the MFA candidate whose progress is reviewed weekly by a faculty mentor. Areas of inquiry include, but are not limited to: coloration, casting, sheet formation, etc.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 517 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3 PAPERMAKING

Continuation of ARST 516. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 518 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
PHOTOGRAPHY**

Individualized creative studies in photography under the guidance of a faculty mentor. Areas of inquiry include black and white, color, non-silver and multi-media applications in photography.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 519 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
PHOTOGRAPHY**

Continuation of ARST 518. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 520 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
FILMMAKING**

This course is intended to assist the advance student in developing unique and individualized approaches in motion picture making. Emphasis will be placed on exploration and experimentation in the production of short works.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 521 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
FILMMAKING**

Continuation of ARST 520. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 522 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
VIDEO**

Students produce video projects in 3/4 inch format, utilizing state-of-the-art facilities at the DuMont Television Center, including full three-camera studio set up, special effects, telecine, sound mixes and editing.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 523 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
VIDEO**

Continuation of ARST 522. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 524 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
SCULPTURE**

The course is intended to allow the MFA candidate to explore a select variety of issues and media in the arena of sculpture. The specific concerns considered will be derived from close consultation between the student and his faculty mentor.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 525 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
SCULPTURE**

Continuation of ARST 524. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

**ARST 526 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
CERAMICS**

Research and development of a creative project under the guidance of a faculty mentor.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 527 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
CERAMICS

Continuation of ARST 526. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 528 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
FIBER

Individualized creative studies for the MFA candidate whose progress is reviewed weekly by a faculty mentor. Areas of inquiry include on-loom, off-loom, surface design, textile design, felt, leather, wood, plastics, etc.

Prerequisites: Departmental approval; MFA majors only.

ARST 529 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
FIBER

Continuation of ARST 528. Taken serially.

Prerequisites: Departmental approval; MFA majors only.

ARST 530 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
JEWELRY/METALSMITHING

Research and development of a creative project under the guidance of a faculty mentor.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 531 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
JEWELRY/METALSMITHING

Continuation of ARST 530. Taken serially.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 532 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: 3 OR 6
MULTI-MEDIA

The student begins to research and develop a multi-media creative project under the guidance of a faculty mentor selected by the student. The project may include the investigation of a combination of traditional visual arts media, interdisciplinary media or new media.

Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 533 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: 3
MULTI-MEDIA

Continuation of ARST 532. Taken serially.

Prerequisites: ARST 532; departmental approval; MFA majors only. Special fee.

ARST 601 MFA SEMINAR IN STUDIO ART II 3

Continuation of ARST 501. Taken serially. Offered spring only.

Prerequisites: ARST 501; 45 semester hours in MFA degree program; departmental approval, MFA majors only. Special fee.

ARST 604 INDEPENDENT STUDY: PROJECT CRITICISM I 3

Individualized guidance and critique of the student's final project by a second full-time faculty member on the student's project committee (not to be taken with the student's project advisor).

Prerequisites: 30 semester hours in MFA degree program (ARCR, ARST, ARHS: 500 level), taken with MFA Final Project I or II; departmental approval; MFA majors only.

ARST 605 INDEPENDENT STUDY: PROJECT CRITICISM II 3

Continuation of ARST 604. Taken serially.

Prerequisites: ARST 604; departmental approval; MFA majors only.

ARST 606 SPECIAL TOPICS IN STUDIO ART III 3

Taken serially. Each course addresses a new topic in the visual arts. Topics should not be repeated.

Prerequisites: ARST 507; departmental approval; MFA majors only. *Special fee.*

ARST 607 SPECIAL TOPICS IN STUDIO ART IV 3

Taken serially. Each course addresses a new topic in the visual arts. Topics should not be repeated.

Prerequisites: ARST 606; departmental approval; MFA majors only. *Special fee.*

ARST 608 INDEPENDENT STUDY: MFA FINAL PROJECT I: PAINTING 3

Intended as an opportunity for the MFA candidate to produce a body of original and cohesive work under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 609.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. *Special fee.*

ARST 609 INDEPENDENT STUDY: MFA FINAL PROJECT II: PAINTING 3 OR 6

The MFA candidate continues to develop a body of work under the guidance of his/her project advisor. The sequence of Final Project I and II will culminate in the MFA Thesis Exhibition which will demonstrate the candidate's abilities and level of artistic achievement.

Prerequisites: ARST 608; departmental approval; MFA majors only. *Special fee.*

Corequisites: ARST 604 or 605, ARST 650.

ARST 612 INDEPENDENT STUDY: FINAL PROJECT I: DRAWING 3

The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 613.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. *Special fee.*

ARST 613 INDEPENDENT STUDY: MFA FINAL PROJECT II: DRAWING 3 OR 6

The student continues to develop a body of work under the guidance of his/her project advisor, concluding with the MFA Exhibition. This course will bring to fruition the student's research and exploration of the various approaches to drawing. They will reach certain conclusions evidenced in their work about the possibilities of the art form and their personal use of graphic modes of expression.

Prerequisites: ARST 612; departmental approval; MFA majors only. *Special fee.*

Corequisites: ARST 604 or 605, ARST 650.

ARST 614 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
PRINTMAKING

The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 615.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 615 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
PRINTMAKING

The student continues to develop a body of work under the guidance of his/her project advisor, concluding with the MFA Exhibition.

Prerequisites: ARST 614; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 616 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
PAPERMAKING

The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 617.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 617 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
PAPERMAKING

The student continues to develop a body of work under the guidance of his/her project advisor, concluding with the MFA Exhibition.

Prerequisites: ARST 616; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 618 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
PHOTOGRAPHY

Individualized creative study for the MFA candidate under the guidance of a project advisor selected by the student. Areas of inquiry include black and white, color, non-silver and multimedia applications in photography. Must be taken as a two semester sequence with ARST 615.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 619 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
PHOTOGRAPHY

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 618; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 620 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
FILMMAKING

This course is intended to assist the advanced MFA candidate develop a unique and individualized approach to his/her final project. Must be taken as a two semester sequence with ARST 621.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 621 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
FILMMAKING

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 620; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 622 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
VIDEO

Individualized creative study for the MFA candidate under the guidance of a project advisor. Students produce video projects utilizing state-of-the-art facilities at the DuMont Television Center. Must be taken as a two semester sequence with ARST 623.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 623 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
VIDEO

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 622; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 624 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
SCULPTURE

The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 625.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 625 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
SCULPTURE

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 624; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 626 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
CERAMICS

Development of a creative project based on each student's personal artistic interest/imagery under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 627.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 627 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
CERAMICS

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 626; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 628 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
FIBER FORMS

Individualized creative study for the MFA candidate whose progress is guided by a project advisor selected by the student. Areas of inquiry include on-loom, off-loom, surface design, textile design, felt, leather, wood, plastics, etc. Must be taken as a two semester sequence with ARST 629.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only.

ARST 629 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
FIBER FORMS

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 628; departmental approval; MFA majors only.

Corequisites: ARST 604 or 605, ARST 650.

ARST 630 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
JEWELRY/METALSMITHING

The student develops a creative project under the guidance of a project advisor, selected by the student. Must be taken as a two semester sequence with ARST 631.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 631 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
JEWELRY/METALSMITHING

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 630; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 632 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
MULTI-MEDIA

The student develops a multi-media creative project under the guidance of a project advisor selected by the student. The project may include the investigation of the combination of traditional visual media, interdisciplinary media or new media. Must be taken as a two semester sequence with ARST 633.

Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 633 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
MULTI-MEDIA

The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.

Prerequisites: ARST 632; departmental approval; MFA majors only. Special fee.

Corequisites: ARST 604 or 605, ARST 650.

ARST 650

INDEPENDENT STUDY: MFA EXHIBITION,
PAPER AND FINAL REVIEW

3

Independent study with the project advisor. In the final semester of the program the student is required to exhibit his/her final project and present a paper which describes his/her aesthetic position. The exhibition and paper will be reviewed by the student's project committee.

Prerequisites: 45 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

Corequisite: MFA Final Project II

ARST 651

INDEPENDENT STUDY: MFA PROJECT EXTENSION

2

Continuation of ARST 650. Must be taken if an incomplete grade is received in ARST 650. Independent study with the project advisor. The fee for 2 semester hours will be charged to the student but no credit will be given and no grade will appear on the transcript. This course may be repeated two times to complete the MFA project.

Prerequisites: Departmental approval; MFA majors only. Special fee.

MA in Fine Arts

Concentration in Art History

Course Descriptions

	Semester Hours
<div><div><div>ARHS 503</div><div>GRADUATE RESOURCES AND METHODS OF RESEARCH IN THE ARTS</div></div><div>3</div></div> <p>Introduction to the approaches, methods and goals of art-historical research, including descriptive, bibliographic, stylistic, and iconographic analysis.</p>	
<div><div><div>ARHS 579</div><div>THEORIES OF MEDIEVAL AND EARLY RENAISSANCE ART 3</div></div><div>The ways in which art theory and methods of study affect our understanding of Medieval and Early Renaissance art will be the focus of this seminar. Topics to be discussed: the historiography of the two fields, nationalism in art historical studies, the social history of art, feminist interpretations, reception theory, semiotics, museum display, Panofsky, and Shapiro. Class discussions based on readings and student presentations.</div></div>	
<div><div><div>ARHS 580</div><div>THE AMERICAN COLLECTOR AND NEW YORK MUSEUMS 3</div></div><div>The history of American art collecting is studied using the private collections that are now incorporated into museums in New York City. The contents of these collections, the ways they are housed, and the role of museum as educational institution will be examined in light of social and cultural ideals. Discussions based on readings and field trips.</div></div>	
<div><div><div>ARHS 581</div><div>SELECTED WRITINGS BY ARTISTS ON ART</div></div><div>3</div></div> <p>A selection of writings by artists on art are presented, including theoretical writings, excerpts from diaries and letters, manifestoes, interviews, etc. The class is designed as a seminar focusing on analysis, interpretation, and discussion of these primary sources.</p>	
<div><div><div>ARHS 590</div><div>MODERN PHILOSOPHIES OF ART I</div></div><div>3</div></div> <p>Major writers in art in the nineteenth and twentieth centuries. The nature of the creative experience; art in the life of the individual and of society; the creative process; new materials; institutions and sentiments affecting current thinking in the field. Discussions based on readings of philosophers, poets, social scientists and psychologists.</p>	

ARHS 591 MODERN PHILOSOPHIES OF ART II 3

The writings of 19th and 20th century artists and their interpreters; such works as the "Futurist's Manifesto" and Kandinsky's "The Spiritual in Art".

ARHS 592 SELECTED PROBLEMS ART HISTORY I 3

Art problems, iconographic topics and themes of a historic, social and philosophical nature. Topic selection will depend upon the special areas of the professor or guest professor invited for the semester.

ARHS 593 SELECTED PROBLEMS ART HISTORY II 3

Continuation of ARHS 592. Taken serially.

Prerequisite: ARHS 592.

ARHS 594 NORTHERN RENAISSANCE ART 3

15th and 16th century paintings in northern Europe - especially Italy, Flanders and Holland; the development of Realism and style in relation to social change and the general ideas of the period, including contemporary music. Jan Van Eyck, Van der Weyden, Bosch, Peter Breughel and Matthias Gruenewald.

ARHS 680 FIELD TRIP IN ART HISTORY 2 - 6

Travel courses to art sources in the United States and foreign countries not to exceed six graduate credits. First-hand contact with the historic art forms of the places visited and study of their monuments and works in their museums and galleries. Subject(s) to be defined by the professor. May be repeated for a maximum of twelve credits.

ARHS 698 MASTER'S THESIS 3

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take ARHS 699 if they don't complete ARHS 698 within the semester.

Prerequisite: Departmental approval.

ARHS 699 MASTER'S THESIS EXTENSION 1

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: ARHS 698.

**MA in Fine Arts
Concentration in Studio
Course Descriptions**

**Semester
Hours**

**ARCE 500 GRADUATE CERAMICS:
POTTERY AND SCULPTURE I 3**

Experimentation with the potter's wheel; handbuilding methods of forming; further experimentation with clay compositions, glazes and methods of firing. Advanced students will be responsible for developing craftsmanship and a personal idiom.

Prerequisites: Departmental approval. Special fee.

- ARCE 510 GRADUATE CERAMICS: POTTERY AND SCULPTURE II** 3
Continuation of ARCE 500. Taken serially.
Prerequisites: Departmental approval. Special fee.
- ARCE 600 GRADUATE CERAMICS: POTTERY AND SCULPTURE III** 3
Continuation of ARCE 510. Taken serially.
Prerequisites: Departmental approval. Special fee.
- ARCE 610 GRADUATE CERAMICS: POTTERY AND SCULPTURE IV** 3
Continuation of ARCE 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisites: Departmental approval. Special fee.
- ARDW 501 GRADUATE LIFE DRAWING I** 3
Advanced problems in drawing based upon a study of the human figure.
Prerequisite: Special fee.
- ARDW 511 GRADUATE LIFE DRAWING II** 3
Continuation of ARDW 501. Taken serially.
Prerequisite: ARDW 501. Special fee.
- ARDW 601 GRADUATE LIFE DRAWING III** 3
Continuation of ARDW 511. Taken serially.
Prerequisite: ARDW 511. Special fee.
- ARDW 611 GRADUATE LIFE DRAWING IV** 3
Continuation of ARDW 601. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARDW 601. Special fee.
- ARFI 500 GRADUATE FORM IN FIBER I** 3
Designing with simple and four harness floor looms in a variety of techniques and materials. Taken serially.
Prerequisites: Special fee.
- ARFI 510 GRADUATE FORM IN FIBER II** 3
Primary emphasis on designing with simple and four harness table and floor looms. A variety of techniques and materials. Taken serially.
Prerequisite: ARFI 500. Special fee.
- ARFI 522 GRADUATE DECORATION OF FABRICS I** 3
Survey course in all aspects of fabric embellishment; tie-dye, batik, blockprint, tritik discharge, silkscreen printing, 3M matrix, etc. Taken serially.
Prerequisite: Special fee.
- ARFI 524 GRADUATE OFF-LOOM TEXTILES I** 3
Development of forms through a variety of off-loom techniques used singly or in combination. Taken serially.
- ARFI 532 GRADUATE DECORATION OF FABRICS II** 3
Continuation of ARFI 522. Taken serially.
Prerequisite: ARFI 522. Special fee.

- ARFI 534 GRADUATE OFF-LOOM TEXTILES II 3**
Continuation of ARFI 524. Taken serially. Fabric embellishment which was begun in graduate Decoration of Fabric I, II, III.
Prerequisite: ARFI 524.
- ARFI 580 GRADUATE PROBLEMS IN TEXTILE RESEARCH 3**
The effect of centuries of textile traditions on the modern fiber artist.
- ARFI 600 GRADUATE FORM IN FIBER III 3**
Continuation of ARFI 510. Taken serially.
Prerequisite: ARFI 510. Special fee.
- ARFI 610 GRADUATE FORM IN FIBER IV 3**
Continuation of ARFI 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARFI 600. Special fee.
- ARFI 622 GRADUATE DECORATION OF FABRIC III 3**
Continuation of ARFI 532. Taken serially.
Prerequisite: ARFI 532. Special fee.
- ARFI 624 GRADUATE OFF-LOOM TEXTILES III 3**
Intensive consideration of all fiber construction techniques that do not depend on the loom; choice of one technique for intensive study. Taken serially.
Prerequisite: ARFI 534
- ARFI 632 GRADUATE DECORATION OF FABRIC IV 3**
Continuation of ARFI 622. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARFI 622. Special fee.
- ARFI 634 GRADUATE OFF-LOOM TEXTILES IV 3**
Intensive work in a chosen non-loom textile technique, e.g., knotting. Taken serially. May be repeated for a maximum of nine credits.
Prerequisites: ARFI 624.
- ARFM 500 GRADUATE CINEMATOGRAPHY I 3**
Techniques, materials and theories of motion picture production for visually experienced students.
Prerequisite: Special fee.
- ARFM 510 GRADUATE CINEMATOGRAPHY II 3**
Continuation of ARFM 500. Taken serially.
Prerequisite: ARFM 500. Special fee.
- ARFM 580 FILM AS A VISUAL ART 3**
An understanding of the development of the motion picture as an art form. Viewing, analysis, reading, and/or actual participation in the production of film images.
Prerequisite: Departmental approval.
- ARFM 600 GRADUATE CINEMATOGRAPHY III 3**
Continuation of ARFM 510. Taken serially.
Prerequisite: ARFM 510. Special fee.

ARFM 610 GRADUATE CINEMATOGRAPHY IV 3

Continuation of ARFM 600. Taken serially. May be repeated for a maximum of nine credits.

Prerequisite: ARFM 600. Special fee.

ARGD 500 GRADUATE GRAPHIC DESIGN I 3

Techniques and principles of design of printed matter and displays, elements of layout, illustration, typography, printing process, and preparation of copy for the printer.

Prerequisite: Departmental approval. Special fee.

ARGD 510 GRADUATE GRAPHIC DESIGN II 3

Continuation of ARGD 500. Taken serially.

Prerequisite: ARGD 500 or instructor's permission. Special fee.

ARGD 521 GRADUATE TYPOGRAPHY I 3

Styles and techniques of lettering applied in such forms as manuscripts, signs, posters, display and advertising layout. Brief introduction to typography.

Prerequisite: Departmental approval.

ARGD 531 GRADUATE TYPOGRAPHY II 3

Continuation of ARGD 521. Taken serially.

Prerequisite: ARGD 521.

ARGS 553 INDEPENDENT STUDY, GRADUATE I 1-8

Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work are developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen media. Credits to be arranged. May be repeated for a maximum of nine credits.

Prerequisite: Departmental approval.

ARGS 560 GRADUATE VISUAL ARTS WORKSHOP 1 - 12

Selected studio topics which represent current concerns within the contemporary world of the visual arts. May be repeated for credit.

Prerequisite: Departmental approval. Special fee.

ARGS 653 INDEPENDENT STUDY, GRADUATE II 1 - 8

Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen medium. Credits to be arranged. May be repeated for a maximum of nine credits.

Prerequisite: Departmental approval.

ARGS 680 FIELD TRIP IN STUDIO 2 - 6

Travel courses to art sources in the United States and foreign countries not to exceed six graduate credits. First hand contact with the historic art forms of the places visited and with artists and craftsmen. Each student selects an area of study in which the places visited have rich art sources. As preparation for the course, the student outlines a chosen study problem, reads background material, and lists sources they expect to utilize. Subject(s) to be defined by the professor. May be repeated for a maximum of twelve credits.

Prerequisite: Departmental approval.

- ARMJ 500 GRADUATE METALWORK AND JEWELRY I 3**
 Designing jewelry and small sculpture in varied metals; the techniques of flat sheet metal and casting.
Prerequisite: Special fee.
- ARMJ 510 GRADUATE METALWORK AND JEWELRY II 3**
 Continuation of ARMJ 500. Taken serially.
Prerequisite: ARMJ 500. Special fee.
- ARMJ 600 GRADUATE METALWORK AND JEWELRY III 3**
 Continuation of ARMJ 510. Taken serially .
Prerequisite: ARMJ 510. Special fee.
- ARMJ 610 GRADUATE METALWORK AND JEWELRY IV 3**
 Designing jewelry and small sculpture in varied metals. The techniques of flat sheet metal and casting. Continuation of ARMJ 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARMJ 600. Special fee.
- ARPA 500 GRADUATE PAINTING I 3**
 Studio in painting to further the creative expression and technical knowledge of the student in various painting media. Personal and professional development through studio work, trips and the study of the contemporary artists.
Prerequisite: Special fee.
- ARPA 510 GRADUATE PAINTING II 3**
 Continuation of ARPA 500. Taken serially.
Prerequisite: ARPA 500. Special fee.
- ARPA 600 GRADUATE PAINTING III 3**
 Continuation of ARPA 510. Taken serially.
Prerequisite: ARPA 510. Special fee.
- ARPA 610 GRADUATE PAINTING IV 3**
 Continuation of ARPA 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARPA 600. Special fee.
- ARPG 520 GRADUATE INTRODUCTION TO PAPERMAKING 3**
 An introduction to Western methods of hand papermaking as an art form including historic principles and current applications.
Prerequisite: Special fee.
- ARPG 530 GRADUATE INTERMEDIATE PAPERMAKING I 3**
 Pigment and pulp preparation and vacuum table sheet forming.
Prerequisite: ARPG 520. Special fee.
- ARPG 620 GRADUATE ADVANCED PAPERMAKING 3**
 Independent historical research combined with contemporary studio work. May be repeated for a maximum of nine credits.
Prerequisite: ARPG 530. Special fee.

- ARPH 500 GRADUATE PHOTOGRAPHY BEGINNING I: A CONTEMPORARY ART FORM** 3
- Provides for the in-depth study and practice of photography as a visual language. Encourages exploration beyond the camera through studio work, discussions, criticism, films, trips and demonstrations.
- Prerequisites: Departmental approval. Special fee.*
- ARPH 510 GRADUATE PHOTOGRAPHY BEGINNING II: A CONTEMPORARY ART FORM** 3
- The essential of the photographic process including developing, enlarging, portfolio creation, exhibition, trips, videos, discussion, lecture, critiques, and demonstrations. A continuation of ARPH 500.
- Prerequisite: ARPH 500. Special fee.*
- ARPH 600 GRADUATE INTERMEDIATE PHOTOGRAPHY: A CONTEMPORARY ART FORM** 3
- Workshop, discussion, lectures, criticism, demonstrations: photography for self expression and greater visual awareness. Creative controls, craftsmanship, perception, presentation and the fine points will be investigated.
- Prerequisite: ARPH 510. Special fee.*
- ARPH 610 GRADUATE ADVANCED PHOTOGRAPHY: A CONTEMPORARY ART FORM** 4
- Workshop, discussion, lecture, demonstrations, criticism: photography as an intensive learning experience. Light sensitive materials, controls, photographic approach, selection, zinc system and view camera will be investigated. May be repeated for a maximum of nine credits.
- Prerequisite: ARPH 600. Special fee.*
- ARPH 660 GRADUATE SPECIAL PROCESSES IN PHOTOGRAPHY** 4
- Investigation of nontraditional light sensitive materials for use in the photographic image making process. Extending traditional boundaries of photography through new tools that permit greater manipulation: gum bichromate, cyanotype, platinum, photo etching, and others will be investigated.
- Prerequisite: ARPH 610.*
- ARPM 500 GRADUATE PRINTMAKING I** 3
- Advanced work in various print processes; emphasis on the development of images and concepts as they relate to the printmaking media.
- Prerequisite: Departmental approval. Special fee.*
- ARPM 510 GRADUATE PRINTMAKING II** 3
- Continuation of ARPM 500. Taken serially.
- Prerequisite: ARPM 500. Special fee.*
- ARPM 600 GRADUATE PRINTMAKING III** 3
- Continuation of ARPM 510. Taken serially.
- Prerequisite: ARPM 510. Special fee.*

- ARPM 610 GRADUATE PRINTMAKING IV** **3**
Continuation of ARPM 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARPM 600. Special fee.
- ARSC 500 GRADUATE SCULPTURE I** **3**
The student explores independently one or two materials and techniques, and begins to find direction as a sculptor.
Prerequisite: Special fee.
- ARSC 510 GRADUATE SCULPTURE II** **3**
Continuation of ARSC 500. Taken serially.
Prerequisite: ARSC 500. Special fee.
- ARSC 600 GRADUATE SCULPTURE III** **3**
Continuation of ARSC 510. Taken serially.
Prerequisite: ARSC 510. Special fee.
- ARSC 610 GRADUATE SCULPTURE IV** **3**
Continuation of ARSC 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARSC 600. Special fee.
- ARST 600 SEMINAR IN ART I:** **3**
CONTEMPORARY ART AND AESTHETICS
This course involves the graduate student in a consideration of major issues in contemporary art and aesthetics.
Prerequisite: M.A. majors only.
- ARST 610 SEMINAR IN ART II: GRADUATE PROJECT** **3**
A continuation of ARST 600. Should be taken in the student's last semester along with the completion of the Graduate Project.
Prerequisite: ARST 600, M.A. majors only.
- ARTH 560 STUDIO TECHNIQUES IN ART THERAPY** **3**
The development of a repertoire of art therapy skills in various media to facilitate meeting the expressive needs in art therapy settings. May be repeated for credit.
Prerequisite: Departmental approval.
- ARTH 562 ART THERAPY PRACTICUM I** **3**
Integration of field and academic experiences. Each student will work with a selected client in an appropriate professional setting (300 hours), and prepare a weekly case presentation for class discussion and critique as well as a written case study.
Prerequisite: ARTH 560.
- ARTH 580 GRADUATE INTRODUCTION TO ART THERAPY** **3**
Introduction to the historical and theoretical bases of art therapy as a profession. Exploration of the literature of art therapy and of current trends in the field.
Prerequisite: Special fee.

ARTH 662 ART THERAPY PRACTICUM II **3**

Continuation of ARTH 562. Each student will work with a selected client in an appropriate professional setting other than that in which student worked in Art Therapy Practicum I (300 hours). Treatment design and case presentations will be submitted for weekly discussion and critique.

Prerequisite: ARTH 562.

MA in Fine Arts
Concentration in Fine Arts Education
Course Descriptions

ARED 501 CONTEMPORARY VIEWPOINTS IN ART EDUCATION **3**

A study of literature which influences art educators and the communities of learners they serve. Readings will be in papers and books selected from art, philosophy, sociology, psychology and education that deal primarily with various issues within the discipline such as diversity, critical inquiry, democratic behavior, technology, assessment, integrated learning, creativity and special needs populations.

ARED 502 ADVANCED CURRICULUM CONSTRUCTION **3**
IN ART EDUCATION

Overview of contemporary concerns in curriculum construction for visual arts teaching and learning. Philosophical nature and construction of a comprehensive and democratic visual arts curriculum for elementary and secondary schools.

ARED 505 SUPERVISION AND EVALUATION IN ART EDUCATION **3**

Supervisory methods and techniques for the experienced art teacher. Current and analogous supervisory data will be included. Will be based on state criteria and ways of evaluating from creative viewpoints.

ARED 550 INDEPENDENT STUDY IN ART EDUCATION **3**

Building upon their knowledge of applied classroom art education issues and concerns, students select an area of art teaching and learning and, with advisement, study the literature in the field, conduct in-depth observations of related programs and activities in schools, museums, and other centers of culture, conduct directed inquiry and write reports on findings in preparation for the Master's Thesis or the Seminar in Art II paper. Emphasis is placed upon systematically compiling and analyzing data from intra-, inter-, cross-, and mixed cultural art education norms and interdisciplinary arts practices. Regular conferences with instructor for guidance and evaluation.

Prerequisites: ARED 501 and ELRS 503, or ARHS 503. Departmental approval.

ARED 698 MASTER'S THESIS **3**

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take ARED 699 if they don't complete ARED 698 within the semester.

Prerequisite: Departmental approval.

ARED 699 MASTER'S THESIS EXTENSION **1**

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: ARED 698.

ARST 600 SEMINAR IN ART I: 3

CONTEMPORARY ART AND AESTHETICS

This course involves the graduate student in a consideration of major issues in contemporary art and aesthetics.

Prerequisite: M.A. majors only.

ARST 610 SEMINAR IN ART II: 3

GRADUATE PROJECT

A continuation of ARST 600. Should be taken in the student's last semester along with the completion of the Graduate Project.

Prerequisite: ARST 600; M.A. majors only.

BIOLOGY

Chairperson: Dr. Scott L. Kight

Graduate Advisor: Dr. Reginald Halaby

The graduate programs in the Biology and Molecular Biology Department are designed to enable a student to develop his or her preparation for a career in biological fields requiring advanced training or for the teaching profession.

MASTER OF SCIENCE DEGREE IN BIOLOGY

Graduate Advisor: Dr. Reginald Halaby

Research facilities of the Biology and Molecular Biology Department are maintained in Science Hall and include specialized equipment for molecular biology, electron microscopy, botany, microbiology, immunology, aquatic biology, tissue culture, animal behavior, and cell physiology. Additionally, the facilities at the New Jersey Marine Sciences Consortium, New Jersey School of Conservation, and other departments in the College of Science and Mathematics are available for cooperative graduate research. Faculty research interests include aquatic and terrestrial ecology, developmental biology, parasitology, microbiology, immunology, cell physiology, molecular biology, plant physiology, entomology and evolutionary mechanisms. The Biology and Molecular Biology Department has a state-of-the-art molecular biology laboratory for teaching both introductory and advanced courses in molecular biology and biotechnology.

The Biology and Molecular Biology Department offers thesis and non-thesis students opportunity for graduate research under faculty supervision in selected areas of biology. Original research should not exceed 7 semester hours for thesis students and 5 semester hours for non-thesis students. Students must complete a minimum of 26 semester hours in biology and a maximum of 6 semester hours in approved electives, completing 32 semester hours in coursework.

ADMISSION REQUIREMENTS

Prior to matriculation for the Master of Science degree in biology, the student should have completed a subject matter of at least twenty-four semester hours in biology and have adequate preparation in college chemistry, mathematics and physics.

In cases where there has been a weak undergraduate program in the major and/or collateral fields, prerequisite courses, which will not count towards graduate credit, may be assigned.

The matriculation program for MS candidates is prepared in consultation with the biology graduate advisor. Changes in the program can be made only with the written approval of the graduate advisor. It is the responsibility of the student to keep the advisor informed of progress in the program.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN BIOLOGY

	Semester Hours
I. Required Courses:	
A. Organismic	
BIOL 520 Plant Physiology	4
<i>or</i>	
BIOL 540 Mammalian Physiology	3
B. Molecular	
BIOL 547 Molecular Biology I	3
C. Ecology	
BIOL 570 Ecology	3
II. Biology Areas of Emphasis	14-19
A. Biology Courses at Montclair State University	
B. Biology Courses at NJ Marine Sciences Consortium	(Optional 0-4)
C. Non-departmental Approved Electives	(Optional 0-6)
(With approval of graduate advisor and Graduate Studies)	
III. Research, Laboratory, or Field Requirement	
A. Thesis Option	5 or 7
BIOL 597 Research in Biological Literature	1
BIOL 698 Master's Thesis	4 or 6

Preliminary Examination: Students selecting this option will be required to take a Preliminary Examination. Preliminary Examination must be taken prior to submission of thesis proposal.

B. 1. Non-Thesis Research Option	5
BIOL 597 Research in Biological Literature	1
BIOL 599 Introduction to Biological Research	4
(Open only to non-thesis students.)	
2. Non-Thesis Laboratory or Field Option	4-5
BIOL 597 Research in Biological Literature	1
Approved Biology Laboratory or Field Course	3-4
(With approval of graduate advisor and Graduate Studies)	

The student will establish a 3 faculty member committee who will propose a semester long literature research paper. At the end of the semester, the student will submit the paper and orally defend it to the committee.

Total Credits: 32

MASTER OF SCIENCE DEGREE IN BIOLOGY, BIOLOGY SCIENCE EDUCATION CONCENTRATION

Graduate Advisor: Dr. Sandra Adams

The MS in Biology with a concentration in Biology Science Education is intended for certified Biology teachers interested in enhancing and updating their content expertise, exploring and conducting research on biology learning, and expanding their insights into pedagogy. Students will complete 32 semester hours of coursework in biology, biology education, and curriculum and teaching and/or educational foundations. Students must take a minimum of 20 credits in biology and 6 credits in College of Education and Human Services and can take a maximum of 6 credits outside the department including BIOL courses taken as a non-matriculated student, courses taken in other MSU departments, and courses transferred from other institutions. Students must receive a B or better in these courses and the credits can not have counted toward another degree.

This is a non-thesis program that can include graduate research under faculty supervision. Introduction to Biological Research (BIOL 599) as well as Research in Biological Literature (BIOL 597) within this concentration will focus on science education as it applies to Biology. Original research (BIOL 599) should not exceed 4 credits.

ADMISSION REQUIREMENTS

In addition to the admission requirements listed for the MS in Biology, candidates for admission to the Biology Science Education Concentration must have teaching certification in Biology.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN BIOLOGY, BIOLOGY SCIENCE EDUCATION CONCENTRATION

	Semester Hours
I. Required Courses:	
A. Organismic	
BIOL 520 Plant Physiology	4
or	
BIOL 540 Mammalian Physiology	3
B. Molecular	
BIOL 547 Molecular Biology I	3
C. Ecology	
BIOL 570 Ecology	3
II. Required Biology Science Education Concentration (12 semester hours)	
A. BIOL 510 Biology Pedagogy for Secondary Teachers	3
B. BIOL 601 Advanced Biology Science Education Pedagogy	3
C. CURR 530 Principles of Curriculum Development	3

D. EDFD 550	Critical Thinking and Learning	
	OR	
CURR 551	Problem Solving and Critical Inquiry in Curriculum Development	3
III.	Electives in Biology (9-10 semester hours)	
It is recommended that the student select appropriate electives from the following courses reflecting the students's professional interest. Only nine credits at the 400 level may be used in the Master's program.		
BIOL 512	Topics in Modern Genetics	3
BIOL 520	Plant Physiology	4
BIOL 521	Field Studies of Flowering Plants	4
BIOL 523	Mycology	3
BIOL 531	Medical Parasitology	3
BIOL 532	Advanced Entomology	3
BIOL 540	Mammalian Physiology	3
BIOL 544	Comparative Animal Physiology	4
BIOL 546	Topics in Physiology	3
BIOL 548	Molecular Biology II	4
BIOL 549	Topics in Developmental Biology	3
BIOL 550	Topics in Microbiology	3
BIOL 551	Intermediary Metabolism I	3
BIOL 552	Biology of Lipids	3
BIOL 553	Microbial Ecology	4
BIOL 554	Microbial Physiology	3
BIOL 571	Physiological Plant Ecology	4
BIOL 572	Wetland Ecology	4
BIOL 573	Shoreline Ecology	4
BIOL 599	Introduction to Biological Research	4
With the approval of the graduate advisor and the Graduate School, other 500-level courses in Biology or in other departments may be acceptable.		
IV.	BIOL 597 Research in Biological Literature	1
V.	Comprehensive Examination	

Total Credits: 32

MASTER OF SCIENCE DEGREE IN BIOLOGY, MOLECULAR BIOLOGY CONCENTRATION

Graduate Advisor: Dr. Quinn Vega

The MS in Biology with a concentration in Molecular Biology is intended to provide appropriate training for biology students in the area of theoretical and applied molecular biology. This training can be used to prepare for research careers in biotechnology or further post-graduate study in molecular biology, to provide a mechanism for re-training biologists who wish to re-tool their skills for these new industries or to provide a well-defined, comprehensive knowledge of the discipline of molecular biology so that biology educators may convey these concepts to their students in the classroom and teaching laboratory. Students will complete 32 semester hours of coursework in biology and molecular biology.

ADMISSION REQUIREMENTS

Candidates for admission must meet the minimum requirements for the Biology department of Montclair State University. Specifically, prior to matriculation for the Master of Science degree in biology, the student should have completed a subject matter of at least twenty-four semester hours in biology and have adequate preparation in college chemistry, mathematics and physics.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN BIOLOGY, MOLECULAR BIOLOGY CONCENTRATION

	Semester Hours
I. Core Requirements (11 credits)	
BIOL 547 Molecular Biology I	3
BIOL 548 Molecular Biology II	4
BIOL 556 Molecular Biology of Proteins	3
BIOL 592 Graduate Colloquium	1
II. Electives (14-16 semester hours)	
BICL 405 Cell Culture	3
BIOL 512 Topics in Modern Genetics	3
BIOL 513 Instrumentation and Techniques for Biological Science	4
BIOL 520 Plant Physiology	4
BIOL 531 Medical Parasitology	3
BIOL 533 Advanced Cell Biology	3
BIOL 540 Mammalian Physiology	3
BIOL 549 Topics in Developmental Biology	3
BIOL 550 Topics in Microbiology	3
BIOL 551 Intermediary Metabolism I	3
BIOL 552 Biology of Lipids	3
BIOL 598 Selected Techniques in Molecular Biology	1.5
CHEM470 Biochemistry I	3
CHEM471 Biochemistry II	3
CHEM570 Selected Topics in Advanced Biochemistry	3
III. Non-thesis option (5 semester hours)/ Thesis option (7 semester hours)	
BIOL 597 Research in Biological Literature	1
BIOL 599 Introduction to Biological Research	4
OR	
BIOL 597 Research in Biological Literature	1
BIOL 698 Master's Thesis	6

BIOLOGY

Course Descriptions

Semester
Hours

BIOL 500 INTRODUCTORY MOLECULAR CELL BIOLOGY 1.5

This course will focus on an introduction to the science and methods of cell and molecular biology.

Prerequisite: Permission of graduate advisor.

BIOL 510 BIOLOGY PEDAGOGY FOR SECONDARY TEACHERS 3

Seminar and research course designed for study of methods and practices being used in teaching of secondary school biology.

Prerequisites: 24 semester hours in biology.

BIOL 512 TOPICS IN MODERN GENETICS 3

Seminar course. Selected topics from current developments in genetic research, including chromosome and gene fine structure, extra chromosomal genetic elements, genetic engineering, and aspects of biomedical genetic research.

Prerequisites: Undergraduate course in genetics.

BIOL 513 INSTRUMENTATION AND TECHNIQUES FOR BIOLOGICAL SCIENCE 4

This course is designed to acquaint students with modern analytical and research techniques in biology, including manometry, spectrophotometry, electrophoresis, chromatography, microbial batch growth and assay techniques, immunotechniques and evaluation of experimental design and data.

Prerequisite: 24 semester hours in biology.

BIOL 514 GRADUATE SEMINAR IN BIOLOGY 2

Through a series of seminars delivered by faculty and guests, students will survey a broad range of topics in modern biology, and be introduced to the variety of specializations represented within the department. Emphasis shall be placed on recent advances in diverse areas of biology.

Prerequisites: Graduate biology majors only.

BIOL 518 STRATEGIES FOR TEACHING COLLEGE BIOLOGY 1

Biology Teaching Assistants and upper-level undergraduates with interests in teaching will interact with experienced teachers, but more importantly will gain access to a forum for discussing their experiences and concerns with other prospective biology teachers. Students will discuss contemporary articles on science teaching at the college level.

Prerequisites: B.S. in Biology and departmental approval.

BIOL 520 PLANT PHYSIOLOGY 4

Investigation of physiology of plants. Plant growth, development and reproduction as well as the new advances in plant physiology. Water relations of plants, mineral nutrition, physiological significance of soil and soil moisture, photosynthesis, respiration, plant biosynthesis and dynamics of growth.

Prerequisites: Organic chemistry, and botany. Special fee.

BIOL 521 FIELD STUDIES OF FLOWERING PLANTS 4

The taxonomy, evolutionary trends and ecological adaptations of the gymnosperms and angiosperms. A variety of habitats will be visited and analyzed.

Prerequisites: Botany and field course in biology.

BIOL 532 ADVANCED ENTOMOLOGY 3

Examination of insects as model systems for biological inquiry. Topics include an integrative treatment of insect molecular biology, genetics, physiology, behavior, evolution and ecology.

Prerequisite: Matriculation in M.S. Biology program or permission of instructor.

BIOL 533 ADVANCED CELL BIOLOGY 3

Detailed analysis of cellular structure and function. Topics to be covered include the role of subcellular organelles in maintaining cell viability, analysis of cytoskeletal components, structure and function of the plasma membrane and cellular defects that lead to cancer and other disease states.

Prerequisites: Matriculation in the M.S. Biology program or permission of instructor.

BIOL 540 MAMMALIAN PHYSIOLOGY 3

A broad survey of the physiology of mammalian systems aimed at graduate students who lack an upper-level background in physiology at the undergraduate level. The principles of homeostasis mechanisms as they apply to various organ systems will be stressed.

Prerequisite: Graduate standing, but not open to students who have completed undergraduate upper division mammalian/human physiology classes.

BIOL 542 ADVANCED ENDOCRINOLOGY 3

A study of the physiology of the mammalian endocrine system with emphasis on hormonal control of homeostasis.

Prerequisites: Endocrinology and cell biology.

BIOL 543 ADVANCES IN IMMUNOLOGY 3

To study in detail selected topics in immunology.

Prerequisite: Immunology.

BIOL 545 EXPERIMENTAL ENDOCRINOLOGY 4

A seminar and laboratory course in endocrinology in which the various endocrine glands will be surgically removed or chemically destroyed and the morphologic and physiologic effects measured and observed.

Prerequisites: Endocrinology. Special fee.

BIOL 547 MOLECULAR BIOLOGY I 3

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information.

Prerequisites: Cell Biology, and one year of organic chemistry.

BIOL 548 MOLECULAR BIOLOGY II 4

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information. The laboratory will deal with up-to-date investigative procedures via selected experiments.

Prerequisite: BIOL 547. Special fee.

BIOL 549 TOPICS IN DEVELOPMENTAL BIOLOGY 3

Seminar in the regulation of developmental events, including both classical morphogenesis and recent advances using techniques of cell and molecular biology.

Prerequisites: Genetics and developmental embryology.

BIOL 550 TOPICS IN MICROBIOLOGY 3

Coverage of selected topics such as the microbial genetics, antibiotic action, bacteriophage, virus, cancer and microbial metabolism. Emphasis will be placed on practical applications of modern research in specific areas.

Prerequisite: Microbiology.

BIOL 552 BIOLOGY OF LIPIDS 3

Biological cycles, unity and diversity in metabolic paths, metabolic evolution, metabolic control mechanisms and other special topics. Primary emphasis is placed on the metabolism of lipids.

Prerequisites: Cell biology and organic chemistry.

BIOL 553 MICROBIAL ECOLOGY 4

Exploration of the essential role of microorganisms in the ecosystem. Lecture, field trips and laboratory will demonstrate the ubiquitous and highly adaptive evolution of microorganisms, their interrelationships and their profound influence on the biosphere.

Prerequisites: Microbiology.

BIOL 554 MICROBIAL PHYSIOLOGY 3

A study of microorganisms in terms of their morphology and metabolism. The significance of metabolic diversity and secondary metabolic products of various microorganisms will be explored through lecture topics. The economic significance of microbial metabolism in relation to industry and pathogenic diseases will be emphasized.

Prerequisite: Microbiology.

BIOL 556 MOLECULAR BIOLOGY OF PROTEINS 3

Study of the molecular biology of biomolecules, including proteins. The course will examine how changes in the three dimensional structure of biomolecules affect their biological function. Protein engineering, enzyme catalysis, and site-directed mutagenesis will be discussed.

Prerequisite: Admission into the graduate biology program or departmental approval.

BIOL 560 MOLECULAR GENETICS 3

A course that will focus on biological research problems that are being addressed in eucaryotic systems from a molecular genetics viewpoint.

Prerequisite: BIOL 547 with a grade of "B" or better.

BIOL 570 ECOLOGY 3

Basic ecological principles and concepts. Habitat approach to field exercises in fresh water and terrestrial ecology. Intra- and interspecific relationships with all living members of the ecosystem, problems in plant and animal biology.

Prerequisites: Botany and zoology.

BIOL 571 PHYSIOLOGICAL PLANT ECOLOGY 4

The effects of soil, light, and water on plant growth, as well as, toxic effects of metals and salinity are measured using growth chamber and greenhouse facilities.

Prerequisite: Botany and one course in field biology. Special fee.

BIOL 572 WETLAND ECOLOGY 4

Important biotic, chemical and physical parameters of New Jersey's estuaries. Evolution and successional trends of estuarine communities. Ecology of individual communities studies by field trips to Delaware Bay shore and to some Atlantic coast bays, marshes and offshore barrier islands. Also offered at the New Jersey Marine Sciences Consortium.

Prerequisites: Botany, and zoology, and field biology. Special fee.

BIOL 573 SHORELINE ECOLOGY 4

Community structure, trophic dynamics, species diversity and distribution of bottom dwelling organisms in relationship to their environment; lectures, laboratory work and field investigations of marine benthos. Also offered at the New Jersey Marine Sciences Consortium.

Prerequisites: Botany, and zoology, and field biology.

BIOL 574 BEHAVIORAL ECOLOGY 3

This seminar course explains the ecological consequences of animal behavior, viewed within the context of how behavior evolves and how populations adapt to their environments.

Prerequisites: Field biology and zoology.

BIOL 576 BIOLOGY OF EXTREME HABITATS 3

The course will describe the adaptations that allow the survival of plants and animals, as well as microorganisms, in a variety of extreme habitats. Some of these habitats include: deserts, arctic, grassland, estuaries.

BIOL 579 PHYSIOLOGICAL ECOLOGY OF ANIMALS 3

A variety of different animals, ranging from protists to mammals, will be examined and compared to demonstrate the physiological adaptations they have evolved to successfully survive and reproduce.

Prerequisite: Graduate standing in Biology or departmental approval.

BIOL 580 EVOLUTIONARY MECHANISMS 3

This course will provide students the opportunity to read primary resource material and interpret the findings of the data. This course will also teach students how to read, critique and present scientific data to a peer group. Students will analyze, discuss and present primary research articles with respect to scientific content, accuracy of the data and significance of the experiments.

Prerequisite: Matriculation in the M.S. Biology program or permission of instructor.

BIOL 592 GRADUATE COLLOQUIUM 1

Students in this course will read primary resource material and interpret the data. This course will also teach students how to read, critique and present scientific data to a peer group. Students will analyze, discuss and present primary research articles with respect to scientific content, accuracy of the data and significance of the experiments.

Prerequisite: Matriculation in the M.S. Biology program or permission of instructor.

BIOL 595 CONSERVATION BIOLOGY: THE PRESERVATION OF BIOLOGICAL DIVERSITY 3

This course addresses concerns about the loss of biological diversity and genetic resources through species extinctions. Students will learn about the importance of maintaining biological diversity, the problems involved in monitoring and protecting sensitive and crucial habitat, the impact of human societies on biodiversity, the alternatives to the destruction of habitat/species, the prospects of restoration, and the policies needed to prevent the loss of biological diversity. Students will also learn about population processes that are directly related to species survival. This course is cross listed with CNFS 595.

Prerequisite: Botany, and zoology, and field biology.

BIOL 596 SELECTED TECHNIQUES IN BIOLOGY SCIENCE EDUCATION 1.5

A laboratory course that trains teachers in manipulatives suitable for secondary biology education. Students will be introduced to a variety of physiological, ecological, molecular biological techniques applicable for implementation in secondary school classrooms. May be repeated three more times for a total of six semester hours.

Prerequisite: Biology teaching certification or departmental approval.

BIOL 597 RESEARCH IN BIOLOGICAL LITERATURE 1

To allow the student to investigate and evaluate a specific topic in biology under the supervision of a faculty member and to develop the student's skills in presenting current research in both the written and oral modes.

Prerequisites: Departmental approval.

BIOL 598 SELECTED TECHNIQUES IN MOLECULAR BIOLOGY 1.5

A laboratory course that trains students in advanced techniques in molecular biology. Students will learn how to perform a specific technique as well as learning the theory behind the technique. May be repeated three times for a total of six semester hours.

Prerequisites: Undergraduate or graduate molecular biology courses or equivalent and permission of instructor. Special fee.

BIOL 599 INTRODUCTION TO BIOLOGICAL RESEARCH 4

A research experience in which students will be exposed to current biologic techniques by working with scientific investigators in industry, or within the department. Students will work on projects involving research techniques, data collection and the analysis and interpretation of the data.

Prerequisites: Departmental approval Special fee.

BIOL 601 ADVANCED BIOLOGICAL SCIENCE EDUCATION PEDAGOGY 3

This course aims for the development of an understanding of the pedagogy of inquiry-based learning and of the processes of scientific investigation and reasoning, as well as other factors influencing effective teaching (e.g. equity issues, assessment methods, and communication skills). Modeling of the inquiry-based approach will be applied to a range of scientific concepts, focusing on biological concepts such as natural selection, meiosis and Mendelian genetics, and photosynthesis. As these concepts are explored, relevant science education literature will be examined in order to understand the nature of student conceptions as well as broader issues of constructivist and situated learning and implications of philosophy and sociology of science for science education.

BIOL 698 MASTER'S THESIS 4 OR 6

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take BIOL 699 if they don't complete BIOL 698 within the semester.

Prerequisite: Departmental approval.

BIOL 699 MASTER'S THESIS EXTENSION 1

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: BIOL 698.

BUSINESS ADMINISTRATION

Master of Business Administration (MBA) Director: Dr. Eileen Kaplan

THE MONTCLAIR MBA

The goal of the MBA Program is to combine conceptual approaches to business with practical application in order to give students needed skills to prepare them for today's global economy. Montclair State graduates are well-rounded, self-motivated and employed in many of the best companies in the region. Equipped with an education built upon standards of excellence, alumni enjoy tremendous opportunities for a rich and rewarding career.

The curriculum stresses the conceptual foundations of business disciplines and current managerial practices. This blend of theory and practice builds a strong foundation for immediate practical application as well as post-graduate professional growth.

The Montclair MBA provides individuals the opportunity to design unique programs to meet their specific needs and interests. Students may choose to concentrate in one of seven areas or they may select from an array of courses that provide a broad education. Full-time faculty with doctoral degrees teach 95 percent of MBA classes. The remaining classes are taught by persons with outstanding professional credentials.

The School of Business Administration invites applications from persons with baccalaureate or post-baccalaureate degrees. Because we actively seek a diverse student body, all previous academic majors are considered for admission. Both full- and part-time students are welcome. Courses are offered in the late afternoon, evenings and Saturdays.

CURRICULUM

The curriculum consists of 54 semester hours, of which 24 hours are devoted to a common body of knowledge, 21 hours are elected from advanced courses and 9 hours are allocated to integrating (Managing the Business Environment) and capstone courses. In planning a program, keep the following in mind:

- 21 semester hours of advanced courses: a student may choose to develop an area of concentration, or choose a general program. Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. There are no rigid course requirements for any given concentration except Management Information Systems, (i.e., from an area's advanced course offerings, a student may select the 9 or 12 hours which best fulfill the student's particular educational goals). Of the remaining 9 or 12 hours, no more than 6 hours may be taken in any one discipline. If a concentration is not elected, no more than 6 hours can be taken in any discipline. The only exception to this is students required to take Aggregate Economics (ECON 505) are permitted to take 6 additional hours in Economics.
- An approved undergraduate calculus course is a program prerequisite. Applicants with undergraduate records that do not include such a course will be required to complete MATH 114 Mathematics for Business II: Calculus, (3 s.h.), or a similar course, prior to enrolling in INFO 501 Statistical Methods. This prerequisite calculus course does not count toward the total MBA graduate credit hours requirement.

- Students must complete the core courses prior to enrolling in the advanced courses. Exceptions are allowed only if appropriate core courses are not offered.
- All courses taken outside the School of Business must be approved by the MBA Director and the Graduate School prior to enrollment.
- All programs must be approved by the MBA Director. To qualify for graduation, you must adhere to your approved program.

ADVANCED ACADEMIC STANDING AND TRANSFER STUDENTS

Through prior academic courses, challenge examinations and/or graduate level transfer credits, the 54 semester hour MBA requirement may be reduced by a maximum of 21 semester hours. The remaining 33 semester hours must be completed at Montclair State University and must meet the following minimum requirements:

- All advanced courses must be taken at Montclair State University.

ADMISSION INFORMATION

Candidates must submit an application for graduate admission which includes:

- Two official copies of the academic transcript from each college and/or university attended.
- Scores from the Graduate Management Admission Test.
- A statement of professional objectives.
- Two letters of recommendation from persons qualified to evaluate the applicant's promise of academic achievement and potential for professional growth.
- A non-refundable fee of \$55.00 must accompany each application. Application materials must be obtained from and/or returned to:

Graduate School
College Hall, CO-203
Montclair State University
Upper Montclair, NJ 07043

Although prior work experience is not an admission requirement, it is strongly recommended for all MBA applicants.

APPLICATIONS MAY BE SUBMITTED AT ANY TIME OF THE YEAR.

GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

The GMAT is required of all students. *No application will be considered without these scores.* Under the auspices of the Educational Testing Service, the test is offered by various colleges and universities. For exact dates and locations contact:

The Education Testing Service, Box 966, Princeton, New Jersey 08541
Telephone: 1-800-GMAT-NOW (1-800-462-8669)

REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

Courses				Semester Hours	Prerequisites
I. Managerial Decision Making (9 semester hours)					
ECON	501	Economic Analysis		3	
INFO	501	Statistical Methods		3	Calculus
INFO	503	Information Systems		3	
II. Functional Core (15 semester hours)					
ACCT	501	Financial Accounting		3	
FINC	501	Corporate Financial Management		3	ACCT 501, ECON 501, INFO 501
INFO	505	Production/Operations Management		3	INFO 501, MGMT 505
MGMT	505	Management Process and Organizational Behavior		3	
MKTG	501	Marketing Management		3	
III. Advanced Courses: Managing the Business Environment (6 semester hours)					
ECON	570	Business and the Sociopolitical Environment		3	
INBS	501	International Business: Concepts and Issues		3	ECON 501,

IV. Concentration and Electives (21 semester hours)

All students must select 21 semester hours from among the advanced (non-core) courses. Students may design program concentrations to meet specific needs and interests; or, they may not choose to concentrate and select an array of courses which will provide a broad, general education.

Any student entering the MBA program without a course in Managerial or Cost Accounting will be required to take Managerial Accounting (ACCT 502) as an accounting concentration or advanced elective course.

Any student entering the MBA program without appropriate background in Macroeconomics will be required to take Aggregate Economics (ECON 505) as a business economics concentration or advanced elective course.

Concentrations consist of 9-12 semester hours. Of the remaining 9-12 s.h., no more than 6 s.h. may be taken in a single discipline. The only exception to this is students who are required to take ECON 505 are permitted to take six additional s.h. in Economics.

V. Capstone Course (3 semester hours)

Students must complete the business core courses and a minimum of 15 s.h. of advanced courses prior to enrolling in the capstone course.

MGMT	580	Strategy and Business Policy		3	
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The 54 s.h. requirement for the MBA may be reduced by a maximum of 21 s.h. through background, challenge examination and/or graduate level transfer credits not previously applied to another degree. A minimum of 33 s.h. must be completed at MSU, with the following requirements:

- at least 21 semester hours must be earned in advanced courses
- Students must complete Managing the Business Environment courses (INBS 501, ECON 570) and the capstone course at MSU.
- If a concentration is selected, students must earn all concentration credits at MSU.

TOTAL SEMESTER HOURS 54

ADVANCED COURSES AND FIELDS OF CONCENTRATION

Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. The following course groupings provide an approximate guide to the types of subjects considered complementary to the various noted fields. In all cases, your program must be approved by the MBA Director prior to enrolling in advanced courses.

Accounting

This field of concentration is designed to prepare students for careers in public accounting and financial management. It also will enhance the accounting knowledge of students whose career objectives include financial analysis and/or general management as well as preparing for the CPA exam. A typical program would emphasize courses in financial and quantitative analysis, as well as taxation and business law. 9 or 12 hours are chosen from among the following courses:

- ACCT 502 Managerial Accounting
- ACCT 508 Government and Not-For-Profit Accounting
- ACCT 510 Accounting Information Systems
- ACCT 512 Basic Taxation for Accountants
- ACCT 514 Advanced Taxation for Accountants
- ACCT 520 Contemporary Issues in Financial Accounting I
- ACCT 521 Contemporary Issues in Financial Accounting II
- ACCT 523 Accounting for Business Combinations
- ACCT 524 Auditing Concepts and Techniques
- ACCT 525 Fundamentals of Federal Taxation
- ACCT 540 International Taxation and Accounting
- BSLW 503 Business Law I
- BSLW 504 Business Law II

To be eligible to sit for the Certified Public Accountant (CPA) examination, students must have a baccalaureate degree with at least 60 semester hours of liberal arts courses and the following semester hours of credit:

- 15 semester hours of Accounting at the graduate level which includes course work in financial accounting, auditing, taxation and management accounting
- 24 semester hours of accounting at the undergraduate level
- 24 semester hours of business courses at the undergraduate or graduate level.

There are additional requirements. For further information contact the MBA Director.

Business Economics

This area prepares students to perform certain economic analyses for business or government (e.g., developing forecasts, cost-benefit analyses, public policy analyses, etc.). Students are provided with an institutional and theoretical understanding of the economic environment within which business and government form decisions. Topics include theories of pricing; the analysis of market demand; the economic role of money, credit, the Federal Reserve System, and Treasury Operations; the factors comprising aggregate demand and how they interact to determine employment, output and level of prices; the economic impact of international activity, etc. Also of importance is the development of an understanding of how governmental policies affect business performance. A typical program would emphasize courses in finance and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- ECON 502 Financial Institutions and Monetary Policy
- ECON 503 Economic Problems of the Third World
- ECON 505 Aggregate Economics
- ECON 508 Economics of Public Management
- ECON 510 Urban Economics: Problems and Policy
- ECON 533 Corporations and International Financial Markets
- ECON 541 Foundations of Contemporary Economic Thought
- ECON 542 Economic Fluctuations and Forecasting
- ECON 543 United States and the International Economy
- ECON 544 Government and Business
- ECON 545 Economics of Labor
- ECON 550 Technical Change and International Competition

Finance

This field prepares students for careers in the financial management of business and financial intermediaries (e.g., commercial banks, savings and loan institutions, investment banking, etc.). It also provides an excellent preparation for careers in brokerage and bond houses, financial counseling, and investment counseling. To develop an understanding of the role of finance in the administrative decision-making process, the field provides students with a knowledge of mechanisms, operations, and institutions of the financial system. A typical program would emphasize courses in accounting, business economics and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- FINC 551 Investments, Portfolios and Security Analysis
- FINC 552 International Financial Policy
- FINC 553 Financial Derivatives
- FINC 554 Advanced Financial Policy
- FINC 570 Case Studies in Financial Management
- FINC 576 Seminar in Financial Innovations

International Business

The graduate International Business concentration is designed to provide a comprehensive educational experience for those with career paths leading to self-employed entrepreneurship as well as instilling entrepreneurial skills and capabilities in those responsible for managing global corporate enterprises. As a means of achieving cross-functional integration among the disparate international business functions, the concentration draws faculty from each department working together to address the strategic imperatives

necessary in realizing sustainable competitive advantage. Building on a team-taught introductory foundation course (required in the common core). Students may select any 9 or 12 semester hour electives chosen from among the courses listed below. This concentration provides distinctive competitiveness resulting from the ancillary support structures at the School as well as University levels. The Center for International Business and the International Trade Counseling Center (ITCC) are complemented by the University's Global Education Center in offering myriad conferences, seminars and workshops for business practitioners thus enabling the graduate student to enhance her/his expertise in a more applied fashion in the industry and corporate levels while gaining relevant networking contacts. Additionally, students may be granted assistantships to work with faculty engaged in consultancy to regional businesses, i.e., INBS 575 and INBS 577.

INBS	511	Issues in International Management
INBS	530	Export Management
INBS	533	Corporations and International Financial Markets
INBS	540	International Accounting and Taxes
INBS	552	International Financial Policy
INBS	575	Selected Topics in International Business
INBS	577	Independent Study in International Business
INBS	592	International Marketing Management
INBS	520	Managing Global Diversity
INBS	550	International Business Study Abroad

Management

This concentration is designed for students preparing for managerial and leadership careers in organizations. The courses provide education in organization theory and behavior, and the management of human resources. In all areas the emphasis is upon developing a thorough comprehension of potential management problems and the effectiveness and limitations of analytical techniques employed in their solution. Courses include such topics as: employee motivation, team behavior, cross-cultural management, leadership, entrepreneurship and small business management, etc. A typical program would include 9 or 12 hours chosen from among the following courses:

MGMT	510	Human Resource Management
MGMT	511	Issues in International Management
MGMT	512	Organizational Development
MGMT	513	Leadership and Behavior
MGMT	520	Managing Global Diversity
MGMT	525	Entrepreneurship and Small Business Management
MGMT	530	Management of Technology in Organizations
MGMT	540	Executive Perspectives

Management Information Systems

This concentration prepares students for information technology management careers. In addition to the common body of knowledge required in the MBA program, this concentration provides additional depth in analytical methods and techniques for business decision making and problem solving, and information systems applications in business. Courses include such topics as: decision support and expert systems for business, business data communications and networks, database systems for business, business systems analysis and design, etc. The concentration includes 3 required courses and one course from the list of electives.

Required Courses (9 s.h.):

- INFO 522 Business Data Communications and Networks
- INFO 523 Database Systems for Business
- INFO 524 Business Systems Analysis and Design

Elective Course - one of the following (3 s.h.):

- INFO 513 Emerging Information Technology
- INFO 514 Information Management
- INFO 521 Decision Support and Expert Systems for Business
- INFO 525 Electronic Commerce Managerial Perspective on New Business Models and Information Infrastructure Support
- INFO 575 Independent Study in Information Systems
- INFO 577 Selected Topics in Information Systems

Marketing

The Marketing concentration is designed to meet the needs of students interested in pursuing careers in a variety of marketing functions (e.g., product planning, marketing research, sales management, advertising, marketing planning, etc.). The courses are designed to provide students with a firm knowledge of the institutional and analytical aspects of the subject with a strong emphasis on decision making strategies and the development of solutions to practical marketing problems. A typical program would emphasize courses in business economics, management, and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- MKTG 530 Export Management
- MKTG 589 Internet Marketing Management
- MKTG 591 Consumer/Buyer Behavior
- MKTG 592 International Marketing Management
- MKTG 593 Product Planning/New Product Management
- MKTG 594 Marketing Research and Information Systems
- MKTG 595 Seminar in Marketing Strategy

BUSINESS ADMINISTRATION

Course Descriptions

ACCOUNTING COURSES

	Semester Hours
ACCT 501 FINANCIAL ACCOUNTING	3
A study of basic accounting concepts and their significance to the financial analyst and manager. Problems relating to income determination, valuation, reporting and analysis are stressed. Alternative conceptual foundations of reporting standards are presented and evaluated.	
<i>Prerequisite: M.B.A. degree students only.</i>	
ACCT 502 MANAGERIAL ACCOUNTING	3
This course examines the development of theory, concepts and practices of providing information for use within the organization. Cost concepts and classifications schemes, the use of accounting information for internal decision making, static and flexible budgeting for managerial control and activity based costing techniques are among the topics covered.	
<i>Prerequisites: ACCT 501, and ECON 501; M.B.A. degree students only.</i>	

ACCT 508 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING 3

This course reviews the accounting and reporting concepts, standards and procedures applicable to the Federal government, state and local governments and not-for-profit institutions such as universities and hospitals.

Prerequisite: M.B.A. degree students only.

ACCT 510 ACCOUNTING INFORMATION SYSTEMS 3

Examines the theory and practice of developing and maintaining accounting based information systems. Systems development techniques, system control and documentation are emphasized. Transactional, data-based distributive and electronic data exchange concepts are developed. The auditing of computer based systems is structured.

Prerequisites: ACCT 524 and INFO 373; M.B.A. students only.

ACCT 512 BASIC TAXATION FOR ACCOUNTANTS 3

The purpose of this course is to introduce students to a broad range of tax concepts for the individual and to emphasize the role of taxation in the business decision-making process. Coverage includes on a broad basis: the framework of the tax system, factors in selecting a choice of entity, type of income, deductions and losses, types of distributions to owners including their tax effect, tax impact of shifting ownership, different types of corporate compensation and professional responsibilities.

ACCT 514 ADVANCED TAX FOR ACCOUNTANTS 3

The purpose of this course is to further expand on the basic concepts presented in "Basic Taxation for Accountants." Formation, operation and dissolution of sole proprietorships, C Corporations, S Corporations, and partnerships are discussed. Coverage also includes limited liability entities, alternative minimum tax calculations for individuals and corporations related party transactions, estate and gift tax, fiduciary accounting, tax planning and ethics.

Prerequisites: ACCT 512; Accounting majors only.

ACCT 520 CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING I 3

The course builds on material presented in the financial accounting course ACCT 501. Students should gain an improved understanding of the techniques and underlying rationale of methods used to accumulate financial and operating data. Also improves skill in analyzing information provided in annual financial reports.

Prerequisites: ACCT 501; M.B.A. degree students only.

ACCT 521 CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING II 3

Continuation of Contemporary Issues in Financial Accounting I. Enables students to acquire an improved understanding of the composition and significance of various segments of the balance sheet, especially non-current assets, non-current liabilities, stockholders' equity, and statement of cash flow.

Prerequisites: ACCT 520; M.B.A. degree students only.

ACCT 523 ACCOUNTING FOR BUSINESS COMBINATIONS 3

Presents the conceptual foundations and current reporting practices of accounting for business combinations. Purchase and pooling methods of accounting for business acquisitions and preparation of consolidated financial statements are extensively covered.

Prerequisites: ACCT 520; M.B.A. degree students only.

ACCT 524 AUDITING CONCEPTS AND TECHNIQUES 3

A course in auditing principles, theory, design, and techniques. Theory, practice and techniques are integrated through the use of current auditing problems and student performance of a simulation audit of selected financial statement data.

Prerequisites: ACCT 520 or undergraduate degree with a concentration in accounting; M.B.A. degree students only.

ACCT 525 FUNDAMENTALS OF FEDERAL TAXATION 3

The development and use of principles and concepts of federal tax laws affecting non-business entities. Analysis of internal revenue code and regulations as well as pertinent cases in the areas of gross income. Characterization of gains and losses, taxpayer status, and deductions will be studied.

Prerequisites: ACCT 501; M.B.A. degree students only.

ACCT 540 INTERNATIONAL TAXATION AND ACCOUNTING 3

The course examines how tax structures, domestic and foreign, influence global business decisions. Emphasis is placed on investigating how tax considerations influence decisions relating to imports, exports, and business site locations. Cross listed with Marketing, INBS 540.

Prerequisite: ACCT 501 or undergraduate degree with a concentration in accounting.

ACCT 575 INDEPENDENT STUDY IN ACCOUNTING 1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

Prerequisite: Departmental approval.

ACCT 577 SELECTED TOPICS IN ACCOUNTING 3

An in-depth study of a selected topic, issue, problem or trend in accounting. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: M.B.A. degree students only.

BSLW 503 BUSINESS LAW I 3

The course introduces the student to the legal and regulatory environment of business and studies the law of contracts, agency and partnerships.

Prerequisite: M.B.A. degree students only.

BSLW 504 BUSINESS LAW II 3

The course introduces the student to the law of corporations, commercial paper, bailments, sales and secured transactions.

Prerequisite: M.B.A. degree students only.

BUSINESS ECONOMICS COURSES

ECON 501 ECONOMIC ANALYSIS 3

The resource allocation and distribution of income implications of a market oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand, and, the theoretical cost structure of firms.

ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3

This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, Federal Reserve System, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy. This course is cross listed with FINC 502

Prerequisites: ECON 501 and 505.

ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3

A survey of major economic problems of the Third World; examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between First and Second Worlds with the Third World.

Prerequisite: ECON 501.

ECON 505 AGGREGATE ECONOMICS 3

This course develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models the course examines current research and reviews the economy's recent macroeconomic performance.

ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3

Computer-based applications of capital theory to the decision-making process of government. Analysis of alternative approaches to public sector project evaluation. Spreadsheet applications of project analysis in physical and human resource management areas covering water resources, public health, and education.

Prerequisite: ECON 501.

ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Marketing, INBS 533.

Prerequisite: ECON 501.

ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; the uses and limitations of economic theory.

Prerequisite: ECON 501.

ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod Domar model and other modern theories of growth.

Prerequisites: ECON 501 and 505.

ECON 543 UNITED STATES AND THE INTERNATIONAL ECONOMY 3

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

Prerequisites: ECON 501 and 505.

ECON 544 GOVERNMENT AND BUSINESS 3

The evolution of government influences on the functioning of the American economy. The causes and consequences of government regulation and control. The importance of economic analysis in the foundation of public policies.

Prerequisites: ECON 501.

ECON 545 ECONOMICS OF LABOR 3

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits and industrial peace.

Prerequisite: ECON 501.

**ECON 550 TECHNICAL CHANGE AND
INTERNATIONAL COMPETITION 3**

This course will discuss the theory productivity and technical change in the context of declining performance of U.S. manufacturing. It will focus attention on the nature of international competition and its effects on manufacturing productivity growth in the U.S. based on the analysis, a tentative set of policy suggestions will also be offered at the end for restructuring U.S. manufacturing sector and strengthening its competitive base.

Prerequisites: ECON 501.

**ECON 570 BUSINESS AND THE SOCIOPOLITICAL
ENVIRONMENT 3**

Study of the increasingly complex set of interrelationships among business, government and other interest groups in the public policy process. It explores the economic and legal environment, and the social and political factors which affect organizations. A series of current corporate and public policy problems are discussed in order to raise major issues, including ethical issues, involved in managing the corporation's relationships with its many publics.

Prerequisites: Completion of the Functional Core; M.B.A. students only.

ECON 575 INDEPENDENT STUDY IN ECONOMICS 1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

ECON 577 SELECTED TOPICS IN ECONOMICS 3

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisites: ECON 501 and 505.

FINANCE COURSES

FINC 501 CORPORATE FINANCIAL MANAGEMENT 3

An introductory course in corporate financial management which provides students with an understanding of the fundamental concepts of modern finance from an analytical and quantitative perspective and serves as a foundation course for further work in finance. The course stresses: valuation; capital budgeting decisions; capital structure and dividend decisions.

Prerequisite: ACCT 501, and ECON 501, and INFO 501; M.B.A. degree students only.

FINC 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3

This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy. This course is cross listed with Economics and Finance, ECON 502.

Prerequisites: ECON 501 and 505.

FINC 551 INVESTMENTS, PORTFOLIOS AND SECURITY ANALYSIS 3

Develops the analytical methods relevant to investment management. Techniques are presented for the evaluation of corporate equity, debt, and other securities. Portfolio theory is presented in the context of formulating and managing appropriate asset portfolios.

Prerequisite: FINC 501.

FINC 552 INTERNATIONAL FINANCIAL POLICY 3

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning. Cross listed with Marketing, INBS 552.

Prerequisite: FINC 501.

FINC 553 FINANCIAL DERIVATIVES 3

This course extends the array of financial instruments covered in the initial investment course to include modern hedging instruments such as futures, options and swaps. Included is a description, analysis, and use of these instruments by corporations, banks, and investors.

Prerequisite: FINC 551.

FINC 554 ADVANCED FINANCIAL POLICY 3

Focuses on the application of valuation, investment, financing and dividend decisions to case studies. It examines various practical problems in capital budgeting, the valuation of different kinds of debt and options, and financial planning and strategy.

Prerequisite: FINC 501.

FINC 556 MERGERS AND ACQUISITIONS**3**

This course examines the process by which mergers and acquisitions take place. The focus of the course is on the environment surrounding mergers and acquisitions, including motivations for M&A, how targets or buyers are found, M&A as a step in the strategic planning process, valuation of the target company, ethical issues in the M&A process, and implementation of the M&A.

Prerequisite: FINC 501.

FINC 570 CASE STUDIES IN FINANCIAL MANAGEMENT**3**

Emphasizing the central theme of value creation and capital market efficiency that reappear throughout the course, students will analyze through a case-study method the way in which the subjects of financial analysis and forecasting, the cost of capital, capital budgeting, the management of shareholders equity and corporate debt, innovative financial instruments, and corporate restructurings (including mergers and buyouts) contribute to creating firm value.

Prerequisites: FINC 501.

FINC 575 INDEPENDENT STUDY IN FINANCE**1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

Prerequisite: Departmental approval.

FINC 576 SEMINAR IN FINANCIAL INNOVATIONS**3**

Designed to describe and analyze the new developments in the field of finance - corporate, international, and financial markets and institutions - that have appeared over the last five years and the possible directions for the future. The content of the course is intended to be dynamic rather than static, as new financial instruments and institutions are introduced into this fast changing field.

Prerequisites: FINC 551 and FINC 552, or FINC 551 and FINC 554, or FINC 551 and FINC 570, or FINC 552 and FINC 554, or FINC 552 and FINC 570, or FINC 554 and FINC 570.

FINC 577 SELECTED TOPICS IN FINANCE**3**

An in-depth study of a selected topic, issue, problem or trend in finance. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book. This course may be repeated once as long as the topic is different.

Prerequisite: FINC 501.

INTERNATIONAL BUSINESS COURSES

INBS 501 INTERNATIONAL BUSINESS: CONCEPTS AND ISSUES 3

Provide a conceptual and analytical framework of the nature, the process and organizational aspects of the international business. Business students will be acquainted with the dynamics of global business environment, international competition in the domestic and foreign markets and strategic issues relating to international business. The course will provide basics in international economics, foreign exchange, monetary systems and financial markets, the role of multinationals, international marketing and logistics, taxation and accounting systems, cultural challenge, management styles and practices across the nations.

Prerequisite: ECON 501; M.B.A. degree students only.

INBS 511 ISSUES IN INTERNATIONAL MANAGEMENT 3

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with Management, MGMT 511.

Prerequisites: MGMT 505.

INBS 520 MANAGING THE GLOBAL WORKFORCE 3

The objective of the course is to increase knowledge about managing a global workforce. The course provides a framework for understanding how individual, group and organization factors impact global businesses and how organizations respond to them. Some focus will be placed on understanding cross-cultural issues within this context. Practical application, case analysis, and effective management practices of international companies are emphasized. Cross listed with Management, MGMT 520.

Prerequisite: MGMT 505.

INBS 530 EXPORT MANAGEMENT 3

To familiarize MBA students of export policies, programs and procedures and develop export/import management skills. The students will become knowledgeable about global sourcing, negotiation, pricing, export/import financing, documentation, international tenders and bidding, logistics and distribution. Cross listed with Marketing, MKTG 530.

Prerequisite: INBS 501.

INBS 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Economics and Finance, ECON 533.

Prerequisite: ECON 501.

INBS 540 INTERNATIONAL TAXATION AND ACCOUNTING 3

This course examines how tax structures, domestic and foreign, influence global business decisions. Emphasis is placed on investigating how tax considerations influence decisions relating to imports, exports, and business site locations. Cross listed with Accounting, Law, and Taxation, ACCT 540.

Prerequisite: ACCT 501 or undergraduate degree with a concentration in accounting.

INBS 550 INTERNATIONAL BUSINESS STUDY ABROAD 3

This course is designed to prepare students to succeed in the global business environment by providing direct contact with foreign firms and governmental agencies through an international travel experience. Students will have a focused encounter with managers and markets outside the U.S., enabling practice of inter-cultural and inter-personal skills in foreign settings and the consideration of alternative business norms. Examination of personnel practices financial/accounting, retail, promotional, and marketing situations will enlarge perceptions of global business realities. Students will assimilate their travel encounters abroad through selected readings, cases, video tapes, and group discussions.

Prerequisite: INBS 501.

INBS 552 INTERNATIONAL FINANCIAL POLICY 3

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning. Cross listed with Economics and Finance, FINC 552.

Prerequisite: FINC 501.

INBS 575 INDEPENDENT STUDY IN INTERNATIONAL BUSINESS 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in international business. Written permission of the instructor, appropriate department chair, and the MBA director must be secured prior to enrolling in this course. This course may be repeated once for a total of six credits.

Prerequisites: INBS 501; departmental approval.

INBS 577 SELECTED TOPICS IN INTERNATIONAL BUSINESS 3

An in-depth study of a selected topic, issue, problem or trend in international business. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book. This course may be repeated once for a total of six credits.

Prerequisite: INBS 501; departmental approval.

INBS 592 INTERNATIONAL MARKETING MANAGEMENT 3

An examination of the various multinational and transnational issues confronting business organizations marketing products and services in overseas markets. Attention will be focused on problems such as identifying and evaluating markets, adapting marketing strategies to specific market needs and coordinating strategies in world markets. Cross listed with Marketing, MKTG 592.

Prerequisite: MKTG 501.

MANAGEMENT COURSES

MGMT 505 MANAGEMENT PROCESS AND ORGANIZATIONAL BEHAVIOR **3**

Review of classical and modern approaches to the managerial process as it relates to the manager's functions of planning, organizing, staffing, leading, and controlling. These reviews will be tied to the open-system model and the contingency approach as an overall framework for understanding the management of organizations.

Prerequisite: M.B.A. and D.Env.M. degree students only.

MGMT 510 HUMAN RESOURCE MANAGEMENT **3**

This course examines how managers can utilize modern human resource practices in order to improve company performance and efficiencies. Topics include staffing for quality, outsourcing, use of core and contingent workforce, managing workforce commitment and performance, legal issues, managing careers, and reward systems. A case study approach is used.

Prerequisite: MGMT 505.

MGMT 511 ISSUES IN INTERNATIONAL MANAGEMENT **3**

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with Marketing, INBS 511.

Prerequisite: MGMT 505.

MGMT 513 LEADERSHIP AND BEHAVIOR **3**

The purpose of the course is to help students understand leadership behavior. The course reviews current theoretical and empirical literature from the behavioral sciences as it relates to leadership. Topics covered include leadership styles, power and leadership, leader-follower interactions, and the manager as leader.

Prerequisite: MGMT 505.

MGMT 520 MANAGING THE GLOBAL WORKFORCE **3**

The objective of the course is to increase knowledge about managing a global workforce. The course provides a framework for understanding how individual, group and organization factors impact global businesses and how organizations respond to them. Some focus will be placed on understanding cross-cultural issues within this context. Practical application, case analysis, and effective management practices of international companies are emphasized. Cross listed with Marketing, INBS 520.

Prerequisite: MGMT 505.

MGMT 525 ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT **3**

This course is for students who want to start their own businesses or initiate new ventures in existing corporations. Topics include the importance of entrepreneurship in the United States, identifying business opportunities and formulating business plans.

Prerequisites: MGMT 505, and MKTG 501, and ACCT 501.

MGMT 530 MANAGEMENT OF TECHNOLOGY IN ORGANIZATIONS 3

This course focuses on the management of technology and the technological function in the modern corporation. Topics include the management of science and technology professionals, integration of the R&D function into the organization, the impact of national and global forces on innovation introduction and adoption, and technological change. Descriptions of new technologies in biotechnology, manufacturing, aerospace, and other fields are included. Delivered in a lecture format, the course includes case studies, guest speakers, and team-based pedagogical techniques.

Prerequisite: MGMT 505.

MGMT 540 EXECUTIVE PERSPECTIVES 3

This course complements the theoretical components by provided practical exposure to current management issues. This is accomplished by bringing to class business executives and leaders who discuss their most immediate and longer term management challenges. The course also examines several current issues facing senior executives.

MGMT 575 INDEPENDENT STUDY IN MANAGEMENT 1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

MGMT 577 SELECTED TOPICS IN MANAGEMENT 3

An in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

MGMT 580 STRATEGY AND BUSINESS POLICY 3

The focus of this course is on actual business situations and their impact on the total organization including the role of top management in dealing with these problems. The structure of the course is based on the strategic management process which includes identification, evaluation and implementation of policy and strategy.

Prerequisite: Completion of the Business Core and a minimum of 12 semester hours of advanced courses; M.B.A. students only.

MANAGEMENT INFORMATION SYSTEMS COURSES**INFO 501 STATISTICAL METHODS 3**

Introduction to statistical techniques with applications in business decision making and problem solving. Topics include descriptive statistics, probability distributions, statistical estimation and hypothesis testing, regression and correlation, and introduction to analytical statistical methods including control charts.

Prerequisite: Course in undergraduate calculus; M.B.A. degree students only.

INFO 503 INFORMATION SYSTEMS 3

Examines the information requirements of an organization. The differences in the kinds of information needed at the various organizational levels (operational, administrative and strategic) are emphasized. How to plan and implement a comprehensive information system is discussed as well as methods to measure its effectiveness.

Prerequisite: M.B.A. degree students only.

INFO 505 PRODUCTION/OPERATIONS MANAGEMENT 3

Emphasizes human and mechanical productivity in planning a comprehensive and effective production or operations system. Employs a case approach to the study, formulation and solution of business problems through the application of managerial, quantitative and information systems methodology.

Prerequisites: INFO 501, 503, MGMT 505; M.B.A. degree students only.

INFO 513 EMERGING INFORMATION TECHNOLOGIES 3

This course is designed to increase awareness of emerging technologies in information systems within a global business environment. Emphasis is placed on identifying current trends, forecasting their rate of diffusion, and evaluating their current and future impact on business.

Prerequisites: INFO 503; M.B.A. degree students only.

INFO 514 INFORMATION MANAGEMENT 3

Study of computers and their use as management tools in information systems, research, control procedures, production, finance, modeling, and decision making. Topics include description of and application of different hardware and software components and programming concepts. Computer cost benefit analysis in all of the above and in systems applications.

Prerequisites: INFO 503.

INFO 521 DECISION SUPPORT AND EXPERT SYSTEMS FOR BUSINESS 3

Introduction to the fundamental principles, techniques and business applications of decision support systems (DSS) and expert systems (ES) from a managerial perspective. Provides practical knowledge of the ways to utilize decision support systems and expert systems to solve business problems involving complex decision-making processes.

Prerequisite: INFO 503; M.B.A. degree students only.

INFO 522 BUSINESS DATA COMMUNICATIONS AND NETWORKS 3

Primarily from a managerial perspective, provides a broad introduction to data communications, telecommunications networks, and business applications of telecommunications technology. While providing a reasonable foundation for appreciating technical concepts, focuses on the business aspects and practical applications of data communications and computer networks in modern organizations.

Prerequisite: INFO 503; some background in technology, networking, and project management is required.

INFO 523 DATABASE SYSTEMS FOR BUSINESS 3

Increases an understanding of how databases are developed and managed to effectively support business information systems in organizations. Having acquired conceptual knowledge as well as practical techniques, students also gain insights into other options in database management by reviewing the latest offerings in the field.

Prerequisite: INFO 503; some background in technology, networking, and project management is required.

INFO 524 BUSINESS SYSTEMS ANALYSIS AND DESIGN 3

Emphasis is on the application of tools and techniques of systems analysis and design, change management concepts, processes, and techniques are presented in the context of systems development projects. Pointers to managerial and organizational aspects of information technology projects are provided throughout the course. This course is for individuals aspiring to be analysts or better informed end users of information systems in business.

Prerequisite: INFO 503; M.B.A. degree students only.

INFO 525 ELECTRONIC COMMERCE MANAGERIAL PERSPECTIVE 3
ON NEW BUSINESS MODELS AND INFORMATION
INFRASTRUCTURE SUPPORT

This course is designed to provide the student an understanding of the consequences of the introduction of the Internet in the way business is conducted. The electronic commerce world is viewed primarily from the point-of-view of MIS. The E-Commerce course will emphasize strategic planning, appreciating relevant information technology support issues, and sensitivity to analyzing and evaluating new business models evolving in the marketplace rapidly. Organizations have been profoundly affected by related network technologies. The student will learn about new forms of business practices in "virtual" organization business-to-business, consumer-to-business, person-to-person, and intraorganizational transactions. Specifically, activities in the areas of electronic shopping, publishing, distribution, and collaboration will be explored.

Prerequisite: INFO 503.

INFO 575 INDEPENDENT STUDY IN INFORMATION SYSTEMS 1 - 3
FOR BUSINESS

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

INFO 577 SELECTED TOPICS IN INFORMATION SYSTEMS 3
FOR BUSINESS

An in-depth study of a selected topic, issue, problem or trend in information systems for business. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: Departmental approval.

MARKETING COURSES**MKTG 501 MARKETING MANAGEMENT 3**

This business core requirement assumes little or no prior formal education in the discipline of marketing. As such, a solid introduction to the language of the discipline, body of knowledge, tools and techniques must necessarily be covered through a text and readings format supplemented with class lectures which are grounded in heavy case analysis and real-world illustrations. The pivotal distinctiveness of this graduate offering lies in drawing the student into issues that are industry and company specific (preferably drawn from the student's career related industry/company).

Prerequisite: M.B.A. degree students only.

MKTG 530 EXPORT MANAGEMENT**3**

To familiarize MBA students with export policies, programs and procedures and develop export/import management skills. The students will become knowledgeable about global sourcing, negotiation, pricing, export/import financing, documentation, international tenders and bidding, logistics and distribution. Cross listed with Marketing, INBS 530.
Prerequisite: INBS 501.

MKTG 575 INDEPENDENT STUDY IN MARKETING**1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

MKTG 577 SELECTED TOPICS IN MARKETING**3**

An in-depth study of a selected topic, issue, problem or trend in marketing. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: Departmental approval.

MKTG 589 INTERNET MARKETING MANAGEMENT**3**

Firms are experiencing dramatic shifts in marketing practices related to the emergence of the global electronic marketplace. This course is designed to help students and practitioners understand how to think about and implement effective Internet marketing and customer-centric communication programs. The course focuses on the various unique factors and issues that electronic tools bring to marketing, namely the ability to directly market to individuals, provide new information services, and to interact in ways that consumers find valuable. Issues examined are using the Internet to attract new customers, retain existing customers, build brand awareness, expand into new markets, develop customer relationships (CRM) programs and the metrics to assess these programs and tools.

Prerequisite: MKTG 501.

MKTG 591 CONSUMER/BUYER BEHAVIOR**3**

An in-depth introduction to theories and models of how individual consumers, family units, and companies make buying decisions. Each step in the continuous decision cycle is covered in detail, in such models of consumer behavior as the high and low involvement models, information processing and attitude formation and change. Relevant psychological concepts on personality and life-style, self-concept, cognition and classical versus operant conditioning are also covered. Students also gain valuable perspective on how purchase decisions are made in their own households.

Prerequisite: MKTG 501.

MKTG 592 INTERNATIONAL MARKETING MANAGEMENT 3

This course is designed to aid students to plan and implement international marketing efforts in conjunction with global business strategy. The course will review processes of analyzing, developing, and implementing strategic marketing objectives within an international context which is now characterized by global sourcing, international alliances, highly competitive markets, regional trade areas, and multinational firms, with diminishing connection to their country of origin. Students will practice analytic techniques through research, readings, and case analysis, advancing their conceptual understanding of such issues as competitiveness, regional business clusters, and local sources of advantage. Students will learn to re-think assumptions about marketing mix factors as they apply in different cultural, political, economic, and legal environments. Cross listed with Marketing, INBS 592.

Prerequisite: MKTG 501.

MKTG 593 NEW PRODUCT DEVELOPMENT 3

This course examines product planning, new product and process development, and issues related to exploiting opportunities for successful innovation. Students will analyze product development and launch decisions through case studies, advancing their conceptual understanding of the problems and risks associated with designing new products and the importance of championing, project teams, and fast development cycle times. Students will formulate development and business plans to advance their capability of managing the marketing mix factors to increase the probability of a new product's success.

Prerequisite: MKTG 501.

MKTG 594 MARKETING RESEARCH AND INFORMATION SYSTEMS 3

A comprehensive introduction to current methods used to collect consumer, business and market data and turn it into useful information for marketing decision-makers. Major topics include: secondary studies; quantitative surveys; data analysis (coding, tabulation, basic and multivariate analytical methods); modeling and simulation techniques; and effective communication of research findings (written reports, personal presentations, computer graphics and mapping). Each graduate student is required to design and carry out an original research project on a topic of their choice. Class discussions center on practical applications of marketing research and information systems in the companies in which students are employed.

Prerequisite: MKTG 501.

MKTG 595 SEMINAR IN MARKETING STRATEGY 3

This course is designed to introduce students to market planning, strategy formation and the process of implementing strategic objectives. Students will practice analytic techniques to understand and diagnose strategic imperatives, advancing their conceptual understanding of such issues as competitiveness, core competencies, statistical planning through case analyses and writing strategic plans, learning to relate and connect marketing mix factors to other strategic objects such as continuous improvement systems. Students will be introduced to benchmarking, strategic audits, and other tools used to measure firm performance and develop world-class standards.

Prerequisite: MKTG 501.

CHEMISTRY

Chairperson: Dr. John L. Isidor

Graduate Advisor: Dr. Mark Whitener

The Chemistry and Biochemistry Department offers two options for the Master's degree: the Master of Science in Chemistry and the Master of Science in Chemistry with Concentration in Biochemistry. The courses offered include advanced level courses in all major areas of chemistry and biochemistry, and include a number of highly specialized instrumentation courses, as well as individual research opportunities. Laboratories are housed in both Richardson Hall and Science Hall. Students may selectively take one or two courses as non-degree students to increase their professional competence in a particular area of chemistry or biochemistry, or may elect to enroll in one of the Master of Science programs as outlined below.

ADMISSION REQUIREMENTS

The minimum requirements for admission to the School of Graduate, Professional and Continuing Education, as set forth in this catalog, are essential for admission to one of the graduate programs in the Department of Chemistry and Biochemistry. When a student has been admitted, the Graduate Advisor for Chemistry and Biochemistry will evaluate the background in chemistry, biochemistry, other sciences and mathematics, and a specific program will be designed. An entering student should present at least twenty-four semester hours of undergraduate chemistry credits. In consultation with the Advisor, a program may be designed for a student with insufficient background to include prerequisites. Candidates for the Master's degree should seek the guidance of the Graduate Advisor in selecting electives, and in fulfilling the research option.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN CHEMISTRY

	Semester Hours
I. Specialization	26
A. Courses in chemistry at the 500 level or above	15
B. Research (Choose either 1 or 2):	
1. CHEM 599 Graduate Literature Search in Chemistry	2
or	
2. CHEM 595 Graduate Research	3
and	
CHEM 698 Master's Thesis	3
C. Graduate level electives in sciences or mathematics	5- 9
II. Graduate level free electives	6
III. Comprehensive Examination (Research Project Presentation)	required
	Minimum: 32 semester hours

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN CHEMISTRY, CONCENTRATION IN BIOCHEMISTRY

The Biochemistry concentration provides a flexible program of study for those students who wish to emphasize Biochemistry and related areas in their Master's degree. Those working in research in the pharmaceutical industry or interested in doing so, and individuals interested in pursuing an M.D. or a Ph.D. in Biochemistry or a related area would benefit from this program. It is most suited to students with an undergraduate degree in Biochemistry, but is also suitable for students with a major in chemistry who wish to broaden their knowledge in biochemistry. As indicated above, students with other backgrounds can also be accommodated.

	Semester Hours
I. Specialization	32
A. 21 semester hours of coursework in chemistry and biochemistry at the 500 level. A minimum of 12 s.h. in graduate level chemistry and biochemistry are to be taken from courses CHEM 525, 533, 538, and 570-579	21
CHEM 525 Bioinorganic Chemistry	3
CHEM 533 Biosynthesis of Natural Products	3
CHEM 538 Drug Design in Medicinal Chemistry	3
CHEM 570 Selected Topics in Advanced Biochemistry	3
CHEM 574 Protein Structure	3
CHEM 575 Enzyme Kinetics and Mechanisms	3
CHEM 576 Lipid Biochemistry	3
CHEM 577 Nucleic Acid Biochemistry	3
CHEM 578 Biochemistry Laboratory Techniques	3
B. Research (Choose either 1 or 2):	2 or 6
1. CHEM 599 Graduate Literature Search in Chemistry	2
(A Biochemistry topic must be selected and approved by the faculty advisor and graduate advisor)	
or	
2. CHEM 595 Graduate Research	3
and	
CHEM 698 Master's Thesis	3
C. Graduate level electives in chemistry, biochemistry or allied sciences	5-9
With the assistance and approval of the graduate advisor, select 5-9 s.h. from a list including 400-500 level chemistry, biochemistry and biology courses. Up to two courses may be at the 400 level. Students without sufficient prior background in biochemistry will use these credits to take two 400 level biochemistry courses. Courses may include, but are not limited to the following:	
CHEM 470 Biochemistry I	3
CHEM 471 Biochemistry II	3
CHEM 472 Experimental Biochemistry	2
CHEM 473 Instrumental Biochemistry	3
BIOL 405 Cell Culture	3
BIOL 547 Molecular Biology I	3

BIOL 548	Molecular Biology II	4
BIOL 512	Topics in Modern Genetics	3
BIOL 598	Selected Techniques in Molecular Biology	1.5

In preparing the work program, the graduate advisor may approve other electives appropriate to the individual student. These courses may come from allied sciences and other new courses as they are developed.

II. Comprehensive examination (Research Project Presentation) required
(A seminar presentation of the student's research, from part I.B. above)
 Minimum: 32 semester hours

CHEMISTRY

Course Descriptions

	Semester Hours
CHEM 521 ADVANCED TOPICS IN INORGANIC CHEMISTRY	3
Current theories of inorganic structure, reactions and properties. <i>Prerequisite: One year of physical chemistry.</i>	
CHEM 525 BIOINORGANIC CHEMISTRY	3
Exploration of the vital roles that metal atoms play in biochemical processes. Transition metal interactions with proteins will be emphasized. The course will focus on the structural, regulatory, catalytic, transport, and oxidation-reduction functions of metal containing biomolecules. <i>Prerequisite: CHEM 341 Physical Chemistry II or instructor's permission.</i>	
CHEM 531 ADVANCED TOPICS IN ORGANIC CHEMISTRY	3
Modern theories of organic chemistry with emphasis on electronic theory and reaction mechanisms. This course may be repeated three times for a maximum of 12 credits as long as the topic is different each time. <i>Prerequisite: CHEM 430 Advanced Organic Chemistry.</i>	
CHEM 532 ORGANIC SYNTHESIS	3
Detailed study of the art, methods, and the philosophy of organic synthesis beginning with a review of classical and modern synthetic methods, followed by the planning theory of synthesis and culminating in a study of elegant syntheses in the literature. <i>Prerequisite: CHEM 430 Advanced Organic Chemistry.</i>	
CHEM 533 BIOSYNTHESIS OF NATURAL PRODUCTS	3
A study of natural products with emphasis on the biosynthesis of primary and secondary metabolites. <i>Prerequisite: CHEM 430 Advanced Organic Chemistry or equivalent.</i>	
CHEM 534 CHROMATOGRAPHIC METHODS: THEORY AND PRACTICE	3
A combined lecture/hands-on course in the theory and practice of chromatography; including GC, HPLC, GC-MS, GPC, and SFC, as well as computerized instrument control, data acquisition, and processing. <i>Prerequisites: CHEM 310 (Analytical Chemistry) and 311 (Instrumental Analysis) or equivalents.</i>	

CHEM 536 NUCLEAR MAGNETIC RESONANCE: THEORY AND PRACTICE 3

A combination lecture/hands-on course utilizing the department's FT-NMR to provide students with theoretical background and practical experience in modern 1-D and 2-D FT-NMR.

Prerequisites: CHEM 310 Analytical Chemistry and 311 Instrumental Analysis or equivalents.

CHEM 538 DRUG DESIGN IN MEDICINAL CHEMISTRY 3

A comprehensive course covering the design and action of pharmaceutical agents.

Prerequisite: Matriculation into the graduate program or permission of instructor.

CHEM 540 CHEMICAL THERMODYNAMICS 3

In-depth study of classical thermodynamics. Development of thermodynamic functions describing chemical systems in equilibrium, with emphasis on systems of variable composition.

Prerequisite: CHEM 341 Physical Chemistry II or instructor's permission.

CHEM 542 THEORETICAL PHYSICAL CHEMISTRY 3

Theoretical development of quantum mechanics and statistical mechanics as applied to chemistry. Application of theoretical procedures to atomic and molecular structure and bonding.

Prerequisites: CHEM 341 Physical Chemistry II and MATH 420 Differential Equations.

CHEM 544 ELECTROCHEMISTRY 3

Principles and application of electrochemistry, relationship of electromechanical principles to classical thermodynamics, and practical applications of electrochemistry.

Prerequisite: CHEM 341 Physical Chemistry II.

CHEM 546 CHEMICAL SPECTROSCOPY 3

Introduction to the theory of molecular spectroscopy.

Prerequisite: CHEM 341 Physical Chemistry II.

CHEM 548 CHEMICAL KINETICS 3

Kinetics in its role of elucidating reaction mechanisms. Discussion of recent problems from the chemical literature including fast reactions and enzyme kinetics.

Prerequisite: CHEM 341 Physical Chemistry II.

CHEM 550 ORGANOMETALLIC CHEMISTRY 3

The course will introduce students to organometallic chemistry, mainly involving transition metals, but also including some main group metals. The material covered will focus on the unique chemistry of these compounds and their uses in organic synthesis, material science, and as catalysts.

Prerequisites: CHEM 423 Advanced Inorganic Chemistry and 430 Advanced Organic Chemistry or equivalents.

CHEM 570 SELECTED TOPICS IN ADVANCED BIOCHEMISTRY 3

A detailed treatment of selected topics in biochemistry. Special emphasis upon recent developments. Protein structure, enzymology, metabolism, and nucleic acid chemistry are examples of topics. This course may be repeated for credit indefinitely as long as the topic is different each time.

Prerequisite: CHEM 470 Biochemistry I or instructor's permission.

CHEM 574 PROTEIN STRUCTURE**3**

Primary, secondary and tertiary structure of proteins, protein structural motifs and protein structural families. Globular proteins, DNA binding proteins, membrane proteins, signal transduction systems, immune system protein structure, methods used for determination of protein structure.

Prerequisite: One semester of introductory biochemistry or similar background.

CHEM 575 ENZYME KINETICS AND MECHANISMS**3**

The following properties of enzymes are considered: structure, specificity, catalytic power, mechanism of action, multienzyme complexes, kinetics, regulation, and multienzyme systems.

Prerequisite: CHEM 470 Biochemistry I or equivalent.

CHEM 576 LIPID BIOCHEMISTRY**3**

Chemistry of plant and animal lipids, their occurrence, metabolism, and industrial uses.

Prerequisite: CHEM 470 Biochemistry I or equivalent.

CHEM 577 NUCLEIC ACID BIOCHEMISTRY**3**

This course will present fundamental aspects of nucleic acid biochemistry including structure and biological function and will be organized according to a systematic consideration of techniques used in the study of nucleic acids. Current literature and key topics such as protein-DNA, protein-drug complexes and nucleic acid repair mechanisms will be considered.

Prerequisite: CHEM 470 Biochemistry I or equivalent.

CHEM 578 BIOCHEMISTRY LABORATORY TECHNIQUES**3**

Fundamental techniques used to isolate, characterize, and study nucleic acids, proteins, carbohydrates, and lipids. Theory and application of buffers, spectrophotometry, tissue fractionation, centrifugation, extraction, chromatographic separations, electrophoresis, radioactivity, enzyme purification and kinetics, enzymatic assays, NMR and MS structure determination.

Prerequisite: CHEM 470 Biochemistry I or equivalent.

CHEM 590 SELECTED TOPICS - ADVANCED CHEMISTRY**3**

An in-depth study of selected areas in either analytical, inorganic, organic or physical chemistry, with special emphasis upon recent developments in the field. This course may be repeated three times for a maximum of 12 credits as long as the topic is different each time.

Prerequisite: CHEM 341 Physical Chemistry II or instructor's permission.

CHEM 595 GRADUATE RESEARCH**1-3**

Directed individual laboratory investigation under guidance of faculty advisor. May be elected once or twice, maximum credit allowed is 3 semester hours.

Prerequisite: Completion of 12 semester hours in this graduate program; instructor's permission.

CHEM 599 GRADUATE LITERATURE SEARCH IN CHEMISTRY**2**

An individual, non-experimental investigation utilizing the scientific literature.

Prerequisite: Completion of 12 semester hours in this graduate program; instructor's permission.

CHEM 698 MASTER'S THESIS**3**

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take CHEM 699 if they don't complete CHEM 698 within the semester.

Prerequisite: Departmental approval.

CHEM 699 MASTER'S THESIS EXTENSION**1**

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: CHEM 698.

CLASSICS AND GENERAL HUMANITIES

Chairperson: Dr. Timothy Renner

The Department of Classics and General Humanities offers graduate level courses in Latin literature, in the culture and civilization of the classical world, and in interdisciplinary humanities. These courses may be elected by students who are enrolled in master's programs at Montclair as well as by post-baccalaureate students seeking to acquire teaching certification in Latin or to broaden their knowledge of classical studies, the classical tradition, and the humanities.

CLASSICS AND GENERAL HUMANITIES

Course Descriptions

**Semester
Hours**

GNHU 501 IN PURSUIT OF THE HUMANITIES: 3

HISTORY, CRITICAL APPROACHES, METHODS

This course is an introduction to how and why the humanities have evolved as a discipline within education and within society as a whole from the age of the Sophists to the present; to the most influential contemporary theoretical approaches to studying texts and ideas within the humanities; and to the most important tools and resources for studying the humanities in an interdisciplinary sense. The course aims to foster a synoptic view of the humanities and a critical sense of how the humanities have evolved in close association with political, educational, and other societal forces, and continue to do so today.

GNHU 502 CLASSICAL TRADITIONS 3

This course examines how societies create and use canonical standards of excellence based on admiration for, and imitation of, "masterpieces" or "classics" of the past which are invested with a prescriptive status. Focusing especially on the West with its tradition centered on Ancient Greece and Rome, but also incorporating comparative material from non-Western cultures, the course explores the ways in which classicism manifests itself in political thought, in literature, in mythology, and in art and architecture. It considers classicism in relation to theories of aesthetics, to the cultural hegemony of social groups maintained especially through education, to forces that oppose the classical, and to the general need of societies to value and to manipulate traditions.

GNHU 531 SELECTED TOPICS IN ANCIENT HISTORY 3

Each offering of the course explores a selected topic centered around a period, a theme, or a question chosen from ancient Mediterranean, Western Asian, or European socio-economic, political, or cultural history. Topics may range in time from the Bronze Age to Late Antiquity.

GNHU 551 SELECTED TOPICS IN MEDITERRANEAN ARCHAEOLOGY 3

This course consists of an in-depth study of the archaeological evidence for a selected period, region or other thematic topic within the ancient Mediterranean world broadly defined. Special attention will be given to the role which archaeology can play in reconstructing the history of past cultures and to the Mediterranean archaeologist's frequent need to try to reconcile ancient literary and epigraphical evidenced with archaeologically obtained data.

LATN 511 THE COMEDY OF PLAUTUS 3

Intensive reading and study of selected plays of Plautus with attention to language, characterization, style, structure, and metre. The literary and historical milieu of Plautine drama, including the apparatus of play production and the relationship of the comedies to contemporary social and economic history. The place of Plautus in theatre history, with special reference to Greek New Comedy, to other ancient Italic comedy, and to later European drama.

LATN 541 SELECTED TOPICS IN LATIN LITERATURE 3

Intensive reading and critical study of a selected author, genre, period, or theme in Latin literature that is not covered by a regular course. Topics will be chosen to complement other graduate course offerings in Latin and classical studies. May be repeated for credit with different topics.

COMMUNICATION SCIENCES AND DISORDERS

Chairperson: Dr. Claire Taub

Graduate Advisor: Dr. Claire Taub

The mission of the Department of Communication Sciences and Disorders is to prepare speech-language pathologists who meet the certification and licensure requirements of state, national, and professional agencies for work with persons having a variety of communication disorders. Departmental programs stress an interdisciplinary approach to the understanding of communication disorders and to the appropriate assessment of, and interventions for, those disorders. Successful students are those who have a strong understanding of the bases of clinical procedures, are able to develop and use theoretical models, can engage in reflective and analytical thinking in their professional practices, can develop professional collaborations, are able to create meaningful treatment programs, and utilize research appropriately in their work.

ADMISSION REQUIREMENTS

Students wishing to matriculate in this area must have completed a bachelor's degree. Graduate students must demonstrate communication skills that will not interfere with clinical practice. A student who is judged to have questionable skills will be referred to a faculty panel for further evaluation. If necessary the student will be referred for assistance. Students requiring assistance will be reevaluated before they are allowed to enroll for clinical practica. Enrollment in clinical practica will be postponed until communication skills are judged to be sufficient.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMMUNICATION SCIENCES AND DISORDERS, SPEECH-LANGUAGE PATHOLOGY CONCENTRATION

This master's degree program consist of a minimum of 43 semester hours. Some students may need to take prerequisite courses or corequisite courses as specified by the graduate advisor.

Speech-Language Pathology Concentration

Accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language- Hearing Association and approved by the Council for Exceptional Children.

Semester Hours

Basic Courses: up to 12 s.h.
(Required for students with incomplete or no undergraduate background in speech-language pathology.)

CS&D	408	Phonetic Study of Speech Sounds	3
CS&D	409	Anatomy & Physiology of Speech & Hearing Systems	3

CS&D	410	Neurophysiological Bases of Communication	3
CS&D	534	Speech & Hearing Science	3

Required Courses 40

CS&D	500	Speech & Language Acquisition	3
CS&D	511	Language Disorders of Adults	3
CS&D	512	Diagnosis in Speech-Language Pathology	3
CS&D	515	Voice Disorders	3
CS&D	517	Phonological and Articulation Disorders	3
CS&D	521	Clinical Process & Procedures in Speech-Language Pathology	3
CS&D	524	Evaluation and Treatment of Swallowing Disorders	4
CS&D	525	Motor Speech Disorders	3
CS&D	576	Aural Rehabilitation	3
CS&D	583	Language Disorders of Children	3
CS&D	584	Cleft Palate and Craniofacial Disorders	3
CS&D	585	Fluency Disorders	3
CS&D	592	Research in Speech-Language Pathology	3

Practica 3-18 s.h.

Depending upon previous supervised clinical practice students will take, by advisement, at least one of the following:

CS&D	535	Advanced Seminar in Communication Disorders	6
CS&D	562	Intermediate Practicum in Communication Disorders	3
CS&D	599	Advanced Practicum in Speech Pathology	3
CS&D	600	Externship in Speech-Language Pathology	3

Field Placements: A public school student teaching placement will be arranged with an American Speech-Language Hearing Association (ASHA) certified clinician for those intending to obtain teacher certification. Other settings include hospitals, rehabilitation centers, speech and hearing clinics and nursing homes. ASHA certification is required of all supervisors as specified by the American Speech-Language Hearing Association. ASHA requires 375 hours of supervised experience with a variety of cases in order to obtain national certification. A similar requirement is necessary for a state license.

Teacher Certification: In addition to a student teaching placement, additional coursework related to teacher certification will be added, if necessary, in consultation with the Dean of the College of Education and Human Services.

A minimum of 43 credits will be required for the Master's degree, concentration in Speech-Language Pathology. For those students who have deficiencies in certain skills or wish Teacher Certification, additional coursework will be required. Students who already have some of the required coursework from other institutions may transfer credits to this program in accordance with University policy. For these students, specialization electives are available.

Specialization Electives (by advisement)

CS&D	514	Communication Disorders of the Aged	3
CS&D	523	Educational Audiology	3
CS&D	531	Clinical Audiology	3
CS&D	573	Organization & Administration of Speech & Hearing Programs	3
<i>(Required for certification in New Jersey public schools)</i>			
CS&D	594	Independent Study	1-3
CS&D	598	Problems and Issues in Communication Disorders	3

Additional Department Requirements

1. Students are required to complete successfully a comprehensive examination or project. Comprehensive projects and examinations are designed to give students an opportunity to demonstrate their ability to integrate major concepts while working closely with the faculty. Comprehensive projects and examinations are culminating activities in students' programs.

Note that there is a limit to the number of times a student may take the comprehensive examination. Comprehensive projects may require revisions before being accepted and there is a limit to the number of revisions allowed. Students are required to consult with their advisors for specific information on these additional department requirements.

2. Majors in Speech-Language Pathology must complete 25 hours of supervised clinical observations and a total of 375 semester hours of supervised direct clinical experience. Up to 100 hours completed as an undergraduate will be accepted toward the requirement.

3. Courses are offered in this department that meet prerequisite requirements in Speech-Language Pathology and for admission to the graduate program.

4. Students in the Speech-Language Pathology program have the opportunity to take work, as part of their graduate studies, that meets the requirements for a New Jersey public school certification as a Speech/Language Specialist, and a New Jersey license as a Speech/Language Pathologist.

5. Admission to the program in Speech-Language Pathology is in the fall of each academic year. Completed applications must reach the Graduate School Office by March 1st of each year for admission for the following fall semester; new students may not begin the program in the spring semester. The Graduate Record Examination (GRE) must be taken no later than the December administration for consideration for the following fall semester.

6. Courses in the M.A. in Speech-Language Pathology are scheduled during the day and evening. For this reason students are expected to be available for courses at any time. Additionally, it has been the Department's position not to support the policy of employing Speech-Language Specialists on a provisional certification basis.

COMMUNICATION SCIENCES AND DISORDERS

Course Descriptions

	Semester Hours
CS&D 408 PHONETIC STUDY OF SPEECH SOUNDS	3
The articulation of sounds of American English, developing an understanding of articulatory features using the international phonetic alphabet. <i>Prerequisite: Senior standing or major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</i>	
CS&D 409 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING	3
The anatomical and physiological bases of respiration, phonation, articulation and resonance. The anatomy and physiology of the auditory mechanism. <i>Prerequisite: Senior standing or major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</i>	
CS&D 410 NEUROPHYSIOLOGICAL BASES OF COMMUNICATION	3
Study of the anatomy and physiology of the nervous system as it relates to the development of hearing, vision, thought, memory and emotions, as well as the perception, processing and production of speech and language. <i>Prerequisite: Senior standing or major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</i>	
CS&D 500 SPEECH AND LANGUAGE ACQUISITION	3
The nature of language and language development in young children. Acquisition of phonological, semantic and syntactic systems studied in framework of biological, cognitive, and linguistic theory. <i>Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</i>	
CS&D 511 LANGUAGE DISORDERS OF ADULTS	3
This course is devoted to an advanced study of adult aphasia and other communication disorders associated with neuropathologies of adulthood. <i>Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</i>	
CS&D 512 DIAGNOSIS IN SPEECH-LANGUAGE PATHOLOGY	3
Diagnostic procedures including tests for children and adults who have multiple disabilities and are communication disordered. Opportunities provided for interviewing parents, testing and report writing. <i>Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</i>	
CS&D 515 VOICE DISORDERS	3
Selected disorders of voice production. Consideration given to etiology, pathology and therapy related to vocal nodules, contact ulcers, paralysis of the vocal cords and other organic voice problems. Speech rehabilitation techniques for the laryngectomized and for persons with cleft palate conditions. <i>Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</i>	

CS&D 517 PHONOLOGICAL AND ARTICULATION DISORDERS 3

This course provides an in-depth study of phonological and articulation problems of children and adults with major emphasis on assessment and treatment. Consideration is given to the speech problems associated with orofacial abnormalities, as well as to the management of dysarthria and apraxia in children and adults.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 521 CLINICAL PROCESS AND PROCEDURES 3
IN SPEECH-LANGUAGE PATHOLOGY

The course provides an orientation to clinical practice in speech-language pathology. The clinical process is presented as a construct which interfaces interpersonal dynamics with preferred professional practices. A decision-making continuum is applied to the interpretation of client needs as a basis for developing goals, planning treatment procedures, documenting treatment and planning for referral and/or discharge.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 523 EDUCATIONAL AUDIOLOGY 3

This course provides a basis for understanding how hearing and hearing losses have an impact on language, academic, and psychosocial development. Audiometric screening/testing, tympanometry, and central auditory processing evaluation will be presented in the context of educational planning.

CS&D 524 EVALUATION AND TREATMENT OF 4
SWALLOWING DISORDERS

This course is designed to provide students with the information and skills necessary to evaluate and treat swallowing disorders in pediatric and adult populations within the scope of practice for speech-language pathologists. An interdisciplinary approach is stressed. Students are given the opportunity to learn through classroom and laboratory experiences. The course meets at St. Joseph's Hospital and Medical Center in Paterson, New Jersey.

CS&D 525 MOTOR SPEECH DISORDERS 3

Neurological disorders of speech. Consideration given to etiology and differential diagnosis of the dysarthrias in adults and children, acquired apraxia of speech, and other motor speech disorders. Principles and techniques for treating motor speech disorders.

Prerequisite: Graduate major in Communication Sciences and Disorders.

CS&D 531 CLINICAL AUDIOLOGY 3

Increases skills in administering tests for pure-tone and speech reception thresholds; evaluation and interpretation of test results and analysis of client histories. Hearing aid evaluation, measurement of recruitment and tests for psychogenic deafness and malingering; pre- and post-surgical audiometry and special problems of differential diagnosis in testing children.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 533 SUPERVISION OF SPEECH AND HEARING PROGRAMS 3

Develops skill in supervision of beginning clinicians by experienced therapists; criteria for evaluation, writing critiques and understanding interpersonal relationships that enhance teaching through criticism.

CS&D 534 SPEECH AND HEARING SCIENCE 3

Study of basic acoustics, memory, and perception. Advanced study of anatomy and physiology of the speech and hearing mechanisms. Commonly used instrumentation will be discussed.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 535 ADVANCED SEMINAR IN COMMUNICATION DISORDERS 6

Diagnostic, therapeutic and evaluative techniques employed in working with children and adults who have speech disorders of organic etiology.

Prerequisite: A grade of "B" or better in CS&D 562.

CS&D 562 INTERMEDIATE PRACTICUM IN COMMUNICATION DISORDERS 3

Supervised clinical practice with children and adults presenting a variety of communication disorders. May be taken twice for a total of six semester hours with the permission of the graduate advisor.

Prerequisite: Departmental approval.

CS&D 573 ORGANIZATION AND ADMINISTRATION OF SPEECH AND HEARING PROGRAMS 3

Clinical programs in the public schools and other settings. Testing, scheduling, grouping and record-keeping. The role of clinician in relation to administrators, teachers, specialists in related areas, parents and paraprofessionals.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 576 AURAL REHABILITATION 3

Study of theory and techniques for developing speech reading and auditory training programs for individuals with hearing loss. Also considered will be basics of American Sign Language and social and vocational concerns.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 583 LANGUAGE DISORDERS OF CHILDREN 3

Psycholinguistic components of language, factors involved in language development and language disorders associated with developmental lag, childhood aphasia, deafness, retardation, and emotional problems.

Prerequisite: Departmental approval.

CS&D 584 CLEFT PALATE AND CRANIOFACIAL DISORDERS 3

Etiology, characteristics, and management of individuals with cleft lip, cleft palate, and other craniofacial disorders. Unit on myofunctional therapy included.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration; departmental approval.

CS&D 585 FLUENCY DISORDERS 3

Principles and methods of speech therapy with children and adults with fluency disorders. Methods of evaluation, specific techniques of speech therapy, and principles coordinating speech therapy with home and school life. Demonstrations with children and adults with fluency disorders serve as the basis for study and discussion.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 592 RESEARCH IN SPEECH-LANGUAGE PATHOLOGY 3

Significant problems in the field are investigated and published research projects evaluated. Critical analysis and experimental design are emphasized.

Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CS&D 594 INDEPENDENT STUDY 1 - 3

Students select an area of Communication Sciences and Disorders and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation.

Prerequisite: Departmental approval.

CS&D 598 PROBLEMS AND ISSUES IN COMMUNICATION DISORDERS 3

This seminar is designed to introduce newly emerging topics in communication disorders, including cognitive rehabilitation of closed-head injured patients, dysphagia, and augmentative/alternative communication for the non-speaker. Literature review and prescribed observations will provide the foundation for studying the nature, characteristics, epidemiology, and the assessment/treatment protocols of the pertinent pathologies.

Prerequisite: CS&D 511.

CS&D 599 ADVANCED PRACTICUM IN SPEECH PATHOLOGY 3

Practical application of diagnostic and rehabilitative techniques with children and adults who have major speech and language problems. Qualified students participate in specialized laboratory experiences: planning and supervising speech therapy sessions, providing rehabilitative services, interviewing applicants and administering audiometric tests. May be taken twice for a total of six semester hours with the permission of the graduate advisor.

Prerequisite: A grade of "B" or better in CS&D 562.

CS&D 600 EXTERNSHIP IN SPEECH-LANGUAGE PATHOLOGY 3

This course is designed to provide the experiences and skills necessary for professional practice as a speech-language pathologist in hospitals, rehabilitation centers, nursing homes, and other clinical settings that provide services to individuals with communication disorders. This course may be repeated twice for a total of 9 credits.

Prerequisite: A grade of "B" or better in CS&D 599.

CS&D 601 CENTRAL AUDIOLOGY PROCESSING DISORDERS IN CHILDREN 3

The study of central auditory processing deficits in school age children, and their impact on receptive language, expressive language, reading, academic achievement and attending behaviors.

Prerequisite: Departmental approval.

COMMUNICATION STUDIES

Chairperson: Dr. Wayne Bond
Graduate Advisors: Dr. Michael Kent

The Master of Arts degree in Communication Studies is designed to enhance the development of already existing skills in Speech Communication, Public Relations or Organizational Communication. The program is structured to emphasize both the theoretical and practical approaches in communication and to allow for original research and creative projects. Special attention is paid to the literature and history of each area of concentration, and to the respective academic and professional skills necessary to become a practitioner of the selected discipline. The course sequence and content are designed to strengthen research, performance, and professionalism, and to prepare those who wish to pursue a profession in communication, media and arts related areas. The Master of Arts degree is also ideally suited for those who plan to continue in a program of doctoral studies. Concentrations are available in Speech Communication, Public Relations or Organizational Communication.

ADMISSION REQUIREMENTS

Students wishing to matriculate as Communication Studies majors are recommended to have completed an undergraduate major or the equivalent from one of the following areas: communication, public communication, speech communication, Public relations, broadcasting, organizational communication, media or related areas. It is assumed that most of this work will have been in the area selected for graduate concentration. Some students may need to improve their preparatory backgrounds through undergraduate courses for which graduate credit is not given.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMMUNICATION STUDIES

CONCENTRATION IN SPEECH COMMUNICATION

The candidate must complete all four parts of the requirements for the degree as detailed below.

			Semester Hours
I.	Core Courses		18
	SPCM 502	Survey: Quantitative Research Methods	3
	SPCM 503	Survey: Qualitative Research Methods	3
	SPCM 505	Introduction to Graduate Communication	3
	SPCM 520	Introduction to Public Relations	3
	SPCM 526	Theories of Human Communication	3
	SPCM 555	Survey: Organizational Communication	3

II.	Departmental Elective	9
	In consultation with the graduate advisor, the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:	
SPCM	509 Problems in Communication	3
SPCM	510 Special Topics in Communication	3
SPCM	530 Mediated Communication	3
SPCM	534 Readings in Communication	3
SPCM	536 Seminar in Persuasion	3
SPCM	540 Interviewing and Conference Planning	3
SPCM	545 Issue Management	3
SPCM	547 Seminar in Organizational Communication	3
SPCM	550 Crisis Communication	3
SPCM	556 Survey: Small Group Communication	3
SPCM	566 Decision Theory	3
SPCM	570 Interpersonal Communication	3
SPCM	580 Globalization and Organization Communication	3
SPCM	581 Media and Mass Culture	3
SPCM	582 Techniques of Communication	3
III.	Select option A, B, or C	6
	A. Write a Thesis (SPCM 698 Master's Thesis)	6
	B. Complete an Internship (SPCM 560 Internship: Communication - 3 s.h.) ...	3
	C. Take a combination of courses from below	6
	1. Independent Study (SPCM 599 Independent Study)	3 or 6
	2. Elective courses from major	3 or 6
	3. Graduate level course in another department with advisor approval..	3 or 6
IV.	Pass Comprehensive Examination -required of all students regardless of the option selected in III above. It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.	

Total semester hours: 33

CONCENTRATION IN PUBLIC RELATIONS

The candidate must complete all five parts of the requirements for the degree as detailed below:

			Semester Hours
I.	Core Courses		15
SPCM	502 Survey: Quantitative Research Methods		3
SPCM	503 Survey: Qualitative Research Methods		3
SPCM	505 Introduction to Graduate Communication		3
SPCM	526 Theories of Human Communication		3
SPCM	520 Introduction to Public Relations		
	OR		
SPCM	555 Survey: Organizational Communication		3

II.	Public Relations Concentration	9
SPCM	510 Special Topics in Communication (Public Relations)	3
SPCM	536 Seminar in Persuasion	3
SPCM	545 Issue Management	3
III.	Electives	3
In consultation with the graduate advisor, the candidate should select those courses most appropriate to the development of the candidate's interest.		
SPCM	509 Problems in Communication	3
SPCM	520 Introduction to Public Relations	3
SPCM	530 Mediated Communication	3
SPCM	534 Readings in Communication	3
SPCM	540 Interviewing and Conference Planning	3
SPCM	547 Seminar in Organizational Communication	3
SPCM	550 Crisis Communication	3
SPCM	555 Survey: Organizational Communication	3
SPCM	556 Survey: Small Group Communication	3
SPCM	566 Decision Theory	3
SPCM	570 Interpersonal Communication	3
SPCM	580 Globalization and Organization Communication	3
SPCM	581 Media and Mass Culture	3
SPCM	582 Techniques of Communication	3
III.	Select option A, B, or C	6
A. Write a Thesis (SPCM 698 Master's Thesis)		6
B. Complete an Internship (SPCM 560 Internship: Communication - 3 s.h.) ...		6
C. Take a combination of courses from below		6
1. Independent Study (SPCM 599 Independent Study)		3 or 6
2. Elective course from major		3 or 6
3. Graduate level courses in another department with advisor approval..		3 or 6
IV.	Pass Comprehensive Examination - required of all students regardless of the option selected in III above. It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.	

CONCENTRATION IN ORGANIZATIONAL COMMUNICATION

The candidate must complete all five parts of the requirements for the degree as detailed below:

		Semester Hours
I.	Core Courses	15
SPCM	502 Survey: Quantitative Research Methods	3
SPCM	503 Survey: Qualitative Research Methods	3
SPCM	505 Introduction to Graduate Communication	3
SPCM	526 Theories of Human Communication	3
SPCM	520 Introduction to Public Relations	
	OR	
SPCM	555 Survey: Organizational Communication	3

II.	Organizational Communication Concentration	9
SPCM	510 Special Topics in Communication (Organizational)	3
SPCM	547 Seminar in Organizational Communication	3
SPCM	556 Survey: Small Group Communication	3
III.	Departmental Electives	3
In consultation with the graduate advisor, the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:		
SPCM	509 Problems in Communication	3
SPCM	520 Introduction to Public Relations	3
SPCM	530 Mediated Communication	3
SPCM	534 Readings in Communication	3
SPCM	536 Seminar in Persuasion	3
SPCM	540 Interviewing and Conference Planning	3
SPCM	545 Issue Management	3
SPCM	550 Crisis Communication	3
SPCM	555 Survey: Organizational Communication	3
SPCM	566 Decision Theory	3
SPCM	570 Interpersonal Communication	3
SPCM	580 Globalization and Organization Communication	3
SPCM	581 Media and Mass Culture	3
SPCM	582 Techniques of Communication	3
III.	Select option A, B, or C	6
A. Write a Thesis (SPCM 698 Master's Thesis)		6
B. Complete an Internship (SPCM 560 Internship: Communication- 3 s.h.)		6
C. Take a combination of courses from below		6
1. Independent Study (SPCM 599 Independent Study)		3 or 6
2. Elective course from major		3 or 6
3. Graduate level courses in another department with advisor approval..		3 or 6
IV.	Pass Comprehensive Examination - required of all students regardless of the option selected in III above. It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.	

COMMUNICATION STUDIES DEPARTMENT

Course Descriptions

	Semester Hours
SPCM 502 SURVEY: QUANTITATIVE RESEARCH METHODS	3
This course introduces students to the full range of quantitative research methods and their application in communication contexts such as politics, organizations, the media, marketing, and culture. Emphasis is on the practical applications of quantitative methods for the purposes of evaluation of communication practices and offering of pragmatic recommendations	

SPCM 503 SURVEY: QUALITATIVE RESEARCH METHODS 3

This course introduces students to the full range of qualitative research methods and their application in communication contexts such as politics, organizations, the media, marketing, and culture. Emphasis is on the practical applications of qualitative methods for the purposes of evaluation of communication practices and offering of pragmatic recommendations.

SPCM 505 INTRODUCTION TO GRADUATE COMMUNICATION 3

In *Introduction to Graduate Communication*, students are prepared for the graduate communication experience through readings, class lecture, guest lectures, presentations, and writing activities. Class content focuses on the major areas of the field such as public relations, organizational communication, mass/mediated communication, group communication, interpersonal communication, and public communication. Emphasis is also given to issues such as writing and presentational skills/requirements (AP, APA, and MLA style, etc.), preparation of vitae/resumes, thesis writing, the research approval process, committee selection, basic research skills, and comprehensive exams.

SPCM 509 PROBLEMS IN COMMUNICATION 3

Individual problems in communication. Reports, papers, panel discussion and experimentation. May be repeated three times for a total of 9 semester hours.

SPCM 510 SPECIAL TOPICS IN COMMUNICATION 3

Special Topics in Communication is intended as a multipurpose course that can be used both to teach rotating special topics courses and to pilot test new courses. *Special Topics in Communication* is intended to be repeatable and to be used by both the Public Relations and the Organizational Communication concentrations to offer advanced and special topic courses. The course may be repeated an unlimited number of times provided the topics of the course has changed.

SPCM 520 INTRODUCTION TO PUBLIC RELATIONS 3

In *Introduction to Public Relations*, students learn about the basic theories/history of the discipline, definitional issues, important scholarly/theoretical debates, and the dual nature of the public relations discipline - that is, the rift that exists between theory and application, practitioners and scholars.

SPCM 526 THEORIES OF HUMAN COMMUNICATION 3

In-depth study of human communication behavior as it relates to theories of intrapersonal, interpersonal, small group, public and mass communication. Students develop awareness of communication behavior patterns and cultivate the ability to select appropriate and effective communication behaviors for optimum results.

SPCM 534 READINGS IN COMMUNICATION 3

Study and assessment of the major literature in communication. Competence demonstrated in research assignments and papers. Course must be repeated twice for a total of 6 semester hours.

SPCM 536 SEMINAR IN PERSUASION 3

Critical examination of persuasive practices as they relate to communication.

SPCM 545 ISSUE MANAGEMENT 3

Issue Management deals with issues such as problem solving, crisis communication and the process of shaping public opinion. Areas such as lobbying, political public relations, persuasion, dialogue, apologia, and rhetorical approaches to public influence are dealt with, as means of managing organization-public relationships.

SPCM 547 SEMINAR IN ORGANIZATIONAL COMMUNICATION 3

This course focuses on special topics in organizational communication relating to leadership strategies and tools for assessment of organizational culture. Leadership is viewed in behavioral and interactionist terms rather than as a position within an organizational hierarchy. Systems of organizational culture are viewed as patterned behaviors with consequences for organizational effectiveness. Tools are offered for observation and intervention in organizational development efforts focused on team building and leadership.

SPCM 555 SURVEY: ORGANIZATIONAL COMMUNICATION 3

This course introduces the graduate student to the academic study of organizational communication and organizational culture/climate. Attention is given to the history of the field and to the variety of methodologies and research agendas that have been part of that history. Students will offer presentations on selected topics and prepare a final paper on a topic of relevance to their area of interest. The goal will be to provide a broad foundation for future study and research in the field.

SPCM 556 SURVEY: SMALL GROUP COMMUNICATION 3

This course introduces the graduate student to the academic study of group process and small group communication. Attention is given to the history of the field and to the variety and methodologies and research agendas that have been part of that history. Students will offer presentations on selected topics and prepare a final paper on a topic of relevance to their area of interest. The goal will be to provide a broad foundation for future study and research in the field.

SPCM 560 INTERNSHIP: COMMUNICATION 3

Off-campus practicum assignments that range from serving on political campaign staff to coaching students and/or conducting forensic tournaments. Broad, balanced and locally supervised experience, by arrangement.

Prerequisites: Speech Communication concentration students only; departmental approval.

SPCM 580 GLOBALIZATION AND ORGANIZATIONAL COMMUNICATION 3

This course provides an overview of globalization trends and their impact on contemporary organizations. Emphasis is placed on the role of communication processes and new technologies in a globalized context that affect an organization's identity, culture, approach to leadership and the management of a diverse workforce.

SPCM 581 MEDIA AND MASS CULTURE 3

Influences and effects of the broadcast media on society; policy decisions and the influence of the broadcast media as conveyors of information and stimulus for change. Open to all graduate students.

- SPCM 582 TECHNIQUES OF COMMUNICATION 3**
Techniques and ethics in the production of informative and persuasive messages for public consumption. Open to all graduate students. Course may be repeated once for a total of 6 semester hours
- SPCM 599 INDEPENDENT STUDY 3**
Individual projects in speech that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies or position papers. The nature of the course permits advanced graduate students to pursue areas of speech not covered by present offerings. Course may be repeated once for a total of six credits.
Prerequisites: Speech Communication students only; departmental approval.
- SPCM 698 MASTER'S THESIS 6**
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take SPCM 699 if they don't complete SPCM 698 within the semester.
Prerequisite: Departmental approval.
- SPCM 699 MASTER'S THESIS EXTENSION 1**
Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: SPCM 698.

COMPUTER SCIENCE

Chairperson: Dr. Dorothy R. Deremer

Graduate Coordinator: Dr. James Benham

MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

The Department of Computer Science offers a Master of Science degree in Computer Science, an MS in Computer Science with a concentration in Applied Statistics, an MS in Computer Science with a concentration in Applied Mathematics, and an MS in Computer Science with a concentration in Informatics. The concentrations consist of taking 3 courses in a computer intensive area, or in a specialized area complementary to computer science. An MS in Mathematics with a concentration in Computer Science is offered by the Department of Mathematical Sciences. This degree option is described under Mathematics.

The graduate program in computer science is designed for students interested in pursuing computer science theoretically as well as practically at an advanced level. While introducing students to newly developing areas of computer science, this program emphasizes the foundations and concepts of the field. Concepts are developed rather than routine programming skills. The option of taking concentrations allows for a minimal amount of specialization if desired. Students are prepared for professional work in the design and implementation of software systems, data base systems, operating systems, artificial intelligence, expert systems, graphics, simulation and algorithms for discrete and continuous structures that will aid in the solution of problems encountered in the scientific and business sector. The curriculum is designed to allow students to develop skills needed to achieve leadership positions in business, industry, and government in computer science or in related fields that are computer science intensive. The program also prepares teachers of computer science at the two year college, high school and middle school levels.

The graduate program in computer science began in 1978. At present, there are 13 full-time faculty in the Department of Computer Science. The special interests of the faculty include algorithms, artificial intelligence, automata theory, automated theorem proving, bioengineering, compilers, computer science education, complexity theory, computational linguistics, computational logic, cryptography, data bases, data mining and knowledge discovery, design and management of information systems, expert systems, fault-tolerant computing, graphics, machine organization and architecture, neural networks, non-linear phenomena and fuzzy logic, operating systems, parallel and distributed computing, program verification, pixel and image processing, robotics, software engineering, scientific computing, and telecommunications. The department has the advantage of having professional computer scientists as both faculty and visiting specialists. The visiting specialists are drawn from the aerospace, chemical, computer, and pharmaceutical industries. This mix of faculty affords students the opportunity to obtain an education in both the practical and theoretical aspects of computer science.

Computer facilities within the College of Science and Mathematics currently comprise a local area network (SCINet) of Sun servers and workstations, as well as Dell and Macintosh teaching laboratories. CSAM supports Computer Science with a Sun

network powered by Sun Microsystems Workgroup and Enterprise servers. The 11 member collection host application, file, print, Web, and compute services. The primary UNIX computing backbone contains 4 multi-CPU Sun Fire 280R Workgroup servers, 3 multi-CPU Sun Fire V880 Workgroup servers, and 1 multi-CPU Sun Enterprise 450 server. Three other multi-purpose Sun systems host miscellaneous services. In addition, a student laboratory with more than 20 Ultra 10 workstations, and workstations in all faculty offices provide a strong computing environment. The computers on this network run under the UNIX operating system. Available software packages include: Maple, MATLAB, Iris Explorer, LaTeX, Rational Rose, SAS, Splus, Ingres, MySQL, JavaStudio, and JavaWorkshop. Programming languages include: C, C++, Java, Ada, FORTRAN, Pascal, LISP, Prolog, Perl and Smalltalk. In addition, Montclair State University maintains a DEC Alpha 2100 (running the VMS operating system), on which any MSU student may establish an account. Software available on this machine include: Ada, C, C++, COBOL, FORTRAN, GPSS, Ingres, LISP, Macro, Maple, Minitab, Pascal, PL/1, Prolog, SAS, SAS graphics, SPSSX and SPSS graphics. The University also maintains a number of computer labs throughout the campus. Access to the Alpha and the CSAM Sun network is available from most of these computers via a campus-wide local area network (MSUNet). In addition these microcomputers support a wide variety of software such as JMP, Mac Spin, Data Desk, Solo, Statistix, and Office for student use. Montclair State University recently became its own Internet Service Provider (MSU-ISP). All students and faculty may establish Internet Accounts. These, as well as dial-up lines, provide remote access to computers on campus.

Students desiring to enter the MS in Computer Science without an appropriate background in computer science can obtain the necessary foundation in computer science and mathematics by taking courses in our prerequisite program. The details of this program are discussed below. Upon satisfactory completion of part or all of the program, students are admitted to the master of science program.

ADMISSION REQUIREMENTS

1. All students must meet the admissions requirements for graduate study at Montclair State University.
2. Applicants must possess a bachelors degree from an accredited institution with either:
 - a. A major in computer science or mathematics
 - b. A major in science or engineering
 - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
3. Applicants must have taken at least 15 undergraduate mathematics credits including calculus, linear algebra, probability and discrete mathematics. Deficiencies in mathematics can be rectified by taking MATH: 501, 502, and/or 503, which are accelerated mathematics courses. When required, these will be "prerequisite courses" on the graduate work program. The sequence of prerequisites requires one year to complete, i.e., Fall, Spring and Summer semester.
4. Applicants must:
 - a. Be proficient in the following computer programming languages:
 - i) C++ or Java
 - ii) Assembly Language

- b. Have knowledge of data structures and computer architecture (including RISC)

A two-semester sequence in an object oriented language or one year's programming experience in industry will suffice for the first of these requirements. Deficiencies in computer science can be rectified by taking CMPT: 505, 506, and/or 507. These are accelerated computer science courses designed for the student to master the necessary foundations and concepts required for the graduate program rather than just routine programming skills. When required, these will be listed as "prerequisite courses" on the graduate work program. The sequence requires one year to complete, i.e., Fall, Spring, and Summer semester.

Applicants satisfying admission requirements but needing to make up work in the fundamentals of Computer Science and/or Mathematics (CMPT: 505, 506, 507 and MATH: 501, 502, 503) are granted deferred matriculation. Upon completing the necessary courses with a minimum grade point average of 3.0, students will be granted full matriculation. These courses (up to 22 credits) will not count for degree credit.

A candidate for the Master of Science degree in Computer Science must consult the graduate coordinator of the department before matriculation since the choice of graduate courses must be adjusted to the level of preparation in undergraduate work. All the degree programs in Computer Science are 33 credit programs. The student's work program listing course requirements is prepared in consultation with the graduate coordinator. In order to be awarded a Master of Science degree in Computer Science, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Departments of Computer Science and/or Mathematical Science. In addition a student must have a passing grade on a comprehensive examination based on the core courses. In order to be eligible to take the comprehensive examination students are required to have a 3.0 grade point average and to have completed 15 degree bearing credits including four or more of the core courses (CMPT 580, 581, 583, 586, or 592).

Note: Courses MATH: 501, 502, 503 and CMPT: 505, 506, 507 are not to be counted among the 33 semester hours required for completion of the program.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

MS Computer Science

	Semester Hours
I. Computer Science	21
Required core courses: CMPT 580, 581, 583, 586, 592	
Two additional courses selected from:	
CMPT 570-599, 670-699 or MATH 560	
II. Computer Science, Mathematics and/or Statistics Electives	9 or 12
Courses selected from:	
CMPT 570-599, 670-699	
MATH 420-469*; 520-569, 580-599; 620-669, 680-699	
STAT 440-449; 541-549; 595; 640-649	

Substitutions are allowed with prior written approval of the graduate coordinator.
At most six semester hours can be taken at the 400 level.

**MATH 463 does not count as graduate credit towards a master's degree.*

- III. Thesis or Comprehensive Examination 0 or 3
Thesis Option: Students who select the thesis option must register for CMPT 698 Master's Thesis. This option is available only to students who have a grade-point average of 3.3 or higher in the required core courses.
 OR
Comprehensive Examination: A passing grade on a three hour comprehensive written examination in Computer Science.

MS Computer Science Informatics Concentration

	Semester Hours
I. Computer Science	15
Required core courses: CMPT 580, 581, 583, 586, 592	
II. Informatics	9
Required: CMPT 593 and 596	
Select one: CMPT 594 or 696	
III. Computer Science, Mathematics, Statistics or Business Electives	6 or 9
Students who elect the thesis option must take two courses from this list	
Students who do not elect the thesis option must take three courses from this list.	
CMPT 570-599, 670-699	
MATH 569, 584	
STAT 541, 544, 548, 595, 645	
INFO 503	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most six semester hours can be taken at the 400 level.	
IV. Thesis or Comprehensive Examination	0 or 3
Thesis Option: Students who select the thesis option must register for CMPT 698 Master's Thesis. This option is available only to students who have a grade-point average of 3.3 or higher in the required core courses.	
OR	
Comprehensive Examination: A passing grade on a three hour comprehensive written examination in Computer Science.	

MS Computer Science Applied Statistics Concentration

	Semester Hours
I. Computer Science	21
Required core courses: CMPT 580, 581, 583, 586, 592	
Two additional courses selected from:	
CMPT 570-599, 670-699 or MATH 560	
II. Statistics Concentration	9
Required courses: STAT 541, 544, 548	

- III. Computer Science, Mathematics and/or Statistics Elective 0 or 3
 Students who do not elect the thesis option must take one course selected from:
 CMPT 570-599, 670-699
 MATH 420-469*; 520-569, 580-599; 620-669, 680-699
 STAT 440-449; 595; 645

Substitutions are allowed with prior written approval of the graduate coordinator.
 At most six semester hours can be taken at the 400 level.

**MATH 463 does not count as graduate credit towards a master's degree.*

- IV. Thesis or Comprehensive Examination 0 or 3
Thesis Option: Students who select the thesis option must register for CMPT 698 Master's Thesis. This option is available only to students who have a grade-point average of 3.3 or higher in the required core courses.

OR

Comprehensive Examination: A passing grade on a three hour comprehensive written examination in Computer Science.

MS Computer Science Applied Mathematics Concentration

- I. Computer Science 21
 Required courses: CMPT 580, 581, 583, 586, 592
 Two additional courses selected from:
 CMPT 570-599, 670-699 or MATH 560

- II. Applied Mathematics 9
 Three courses selected from:
 MATH 560, 564, 566, 580, 581, 584

- III. Computer Science, Mathematics, and/or Statistics Elective 0 or 3
 Students who do not elect the thesis option must take one course selected from:
 CMPT 570-599, 670-699
 MATH 420-469*; 520-569, 580-599; 620-669, 680-699
 STAT 440-449; 541-549; 595; 640-649

Substitutions are allowed with prior written approval of the graduate coordinator.
 At most six semester hours can be taken at the 400 level.

**MATH 463 does not count as graduate credit towards a master's degree.*

- IV. Thesis or Comprehensive Examination 0 or 3
Thesis Option: Students who select the thesis option must register for CMPT 698 Master's Thesis. This option is available only to students who have a grade-point average of 3.3 or higher in the required core courses.

OR

Comprehensive Examination: A passing grade on a three hour comprehensive written examination in Computer Science.

COMPUTER SCIENCE

Course Descriptions

	Semester Hours
CMPT 505 FUNDAMENTALS OF COMPUTER SCIENCE I	4
An introduction to programming using a structured high level language, design of algorithms, character strings, recursion, data structures, numerical computing. May not be used for credit by Mathematics or Computer Science majors.	
<i>Prerequisite: Permission of graduate coordinator.</i>	
CMPT 506 FUNDAMENTALS OF COMPUTER SCIENCE II	4
A continuation of CMPT 505. Introduction to assembly language, addressing techniques, subroutine linkage, input/output and macros. Introduction to computer organization including memory, logic design and computer architecture. May not be used for credit by Mathematics and Computer Science majors.	
<i>Prerequisites: CMPT 505 and permission of graduate coordinator.</i>	
CMPT 507 FUNDAMENTALS OF COMPUTER SCIENCE III	4
A continuation of CMPT 505. Design and analysis of data structures, pointers, linked representations, object oriented programming (OOP), classes, inheritance, programming in the large. May not be used for credit by Mathematics and Computer Science majors.	
<i>Prerequisites: MATH 501, and CMPT 505 and permission of graduate coordinator.</i>	
CMPT 508 TOPICS IN A COMPUTER LANGUAGE	1
An introduction to a selected computer language, with a view to becoming proficient in programming that language. Each time the course is offered, only one programming language will be taught, but the language could vary from one semester to another. This course could be taken more than once by the same student, provided that the language taught each time is different. May not be used for credit by Mathematics or Computer Science majors.	
<i>Prerequisites: CMPT 505 and permission of graduate coordinator.</i>	
CMPT 574 PIXEL AND IMAGE PROCESSING	3
This course provides an introductory and comprehensive treatment of pixel and image processing with applications to fine arts, face recognition, etc. Topics include sampling and quantization, convolution, equalization, filtering, image segmentation, image operations, morphological image processing.	
<i>Prerequisites: CMPT 580 and permission of graduate coordinator.</i>	
CMPT 575 INTRODUCTION TO COMPUTER GRAPHICS	3
An introduction to computer graphics, including the algorithms to generate two-dimensional and three-dimensional graphical pictures. An overview of ray tracing, shading and color theory. Interactive graphics. Graphics devices.	
<i>Prerequisites: CMPT 580 and permission of graduate coordinator.</i>	
CMPT 576 OBJECT-ORIENTED SOFTWARE DEVELOPMENT	3
Introduction to the major features of the object-oriented paradigm and their realization in an object-oriented programming language. Introduction to major methods and tools used in object-oriented analysis and design. Implementation and testing issues.	
<i>Prerequisites: CMPT 581, and CMPT 583, and permission of graduate coordinator.</i>	

CMPT 578 INTRODUCTION TO ARTIFICIAL INTELLIGENCE 3

An introduction to artificial intelligence including representations of knowledge, problem solving, games, heuristics and backtracking, expert systems, theorem proving, the languages LISP and PROLOG.

Prerequisites: CMPT 583 and permission of graduate coordinator.

CMPT 580 MACHINE ORGANIZATION AND ARCHITECTURE 3

Basic computer organization and design, digital functions, data representation, microprogramming, CPU organization, the assembler language, and addressing techniques. Required of majors.

Prerequisite: Permission of graduate coordinator.

CMPT 581 SYSTEMS SOFTWARE DESIGN 3

Assemblers, macroprocessors, linkers and loaders, introduction to compilers and run facilities. Required of majors.

Prerequisite: CMPT 580, and permission of graduate coordinator.

CMPT 582 THEORY OF AUTOMATA AND FORMAL LANGUAGES 3

Languages and grammars, finite automata and regular grammars, context free grammars, push-down automata, Turing machines, computability, deterministic languages, linear bounded automata and stack automata.

Prerequisite: Permission of graduate coordinator.

CMPT 583 COMPUTER ALGORITHMS 3

Algorithms: definition, design and analysis; sorting and searching techniques and introductory dynamic programming studied as algorithms with complexity theory and optimization techniques applied. Required of majors.

Prerequisite: Permission of graduate coordinator.

CMPT 584 OPERATING SYSTEM DESIGN 3

Design and implementation of operating systems, multiprogramming, multiprocessor, device management, scheduling, virtual memory, case studies.

Prerequisites: CMPT 581 and permission of graduate coordinator.

CMPT 585 TOPICS IN COMPUTER SCIENCE 3

Recent developments in the field. Topics such as Monte Carlo methods, graphics, expert systems, security, networks and special areas of applications.

Prerequisites: CMPT 580, and permission of graduate coordinator.

CMPT 586 FILE STRUCTURES AND DATABASES 3

Secondary storage devices. Data transfer. Primary and secondary access methods. Sequential and random access methods. File design. File organizations and corresponding processing. File maintenance. Sorting large files. Database concepts. Required of majors.

Prerequisite: Permission of graduate coordinator.

CMPT 587 MICROCOMPUTERS AND COMPUTER INTERFACES 3

Introduction to genealogy, manufacture and hardware design of microprocessors, microcomputer architecture, instruction sets and programming, microcomputer peripherals and interfaces.

Prerequisites: CMPT 580 and permission of graduate coordinator.

CMPT 588 FUNDAMENTALS OF PROGRAMMING LANGUAGES 3

A comparative approach to modern programming languages with emphasis on non-imperative languages, and an introduction to parallel languages.

Prerequisite: Permission of graduate coordinator.

CMPT 589 COMPUTER SIMULATION OF DISCRETE SYSTEMS 3

Introduction to simulation and discrete simulation models. Queuing theory and stochastic processes. Simulation methodology including generation of random numbers and variates, design of simulation experiments, analysis of data generated by simulation experiments and validation of models. Survey of current simulation languages and selected applications.

Prerequisites: CMPT 580, and permission of graduate coordinator.

CMPT 590 COMPUTER SIMULATION OF CONTINUOUS SYSTEMS 3

Computer simulation of continuous systems with emphasis on conservation principles and governing equations, numerical treatment of systems of algebraic and differential equations, the use of software packages and simulation languages, verification and validation techniques, and interpretation and presentation of results.

Prerequisite: CMPT 586, and permission of graduate coordinator.

CMPT 591 COMPILER THEORY AND CONSTRUCTION 3

Introduction to the formal description of programming languages, the theory of parsing, and the concepts and techniques used in the construction of compilers.

Prerequisite: CMPT 581, and permission of graduate coordinator.

CMPT 592 DATA BASE DESIGN AND IMPLEMENTATION 3

To develop in-depth understanding of data base concepts and issues. The major emphasis of the course is on the conceptual (logical) organization, retrieval and manipulation of data. Required of majors.

Prerequisites: CMPT 586, and permission of graduate coordinator.

CMPT 593 STRUCTURE SYSTEM DESIGN AND ANALYSIS 3

A study of the design of large scale computer systems relative to the constraints imposed by hardware, software and particular types of applications. Recent work in automated system design will be discussed.

Prerequisites: CMPT 586, and permission of graduate coordinator.

CMPT 594 SOFTWARE ENGINEERING AND RELIABILITY 3

This course will introduce the principles and methods for the design, coding and verification of software systems. Topics include software design techniques, programming methodology, programming testing, proving program correctness, software reliability, and software management.

Prerequisites: CMPT 586, and permission of graduate coordinator.

CMPT 596 PRINCIPLES OF DATA COMMUNICATION 3

Physical and logical aspects of data communications: analog-digital, broadband-baseband, TDM-FDM, protocols, modulation techniques, hardware for communication.

Prerequisites: CMPT 580, and permission of graduate coordinator.

CMPT 678 NEUROCOMPUTING 3

Basic neural network concepts, definitions, and building blocks; learning laws; simple implementations; associative networks; mapping networks; survey of applications.

Prerequisites: CMPT 583, and permission of graduate coordinator.

CMPT 680 PARALLEL ARCHITECTURES AND ALGORITHMS 3

This course provides a study of the state-of-art of parallel processing algorithms and architectures. Parallel processing uses multiple processors working together in a synchronized fashion to solve large problems fast.

Prerequisites: CMPT 580, and CMPT 583, and permission of graduate coordinator.

CMPT 683 ADVANCED COMPUTER ALGORITHMS 3

Dynamic programming, game trees and backtracking techniques, branch and bound, polynomial evaluation and fast Fourier transform algorithms; complexity and analysis, and optimization techniques will be applied. NP-hard problems and NP-completeness.

Prerequisites: CMPT 583, and permission of graduate coordinator.

CMPT 690 INDEPENDENT STUDY IN COMPUTER SCIENCE 3

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in computer science which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

Prerequisite: Permission of graduate coordinator.

CMPT 695 SEMINARS IN COMPUTER SCIENCE 1 - 4

Guided study of selected topics in major field of interest.

Prerequisites: CMPT 581, and 583, and 586; and permission of graduate coordinator.

CMPT 696 LOCAL AREA NETWORKS 3

Fundamental issues and concepts underlying Local Area Network (LAN) development via microcomputers: topology, transmission media and technology, error control, protocols.

Prerequisites: CMPT 596, and permission of graduate coordinator.

CMPT 697 MASTER'S PROJECT IN COMPUTER SCIENCE 3

Analysis of a significant problem related to computing and design of a solution. Where appropriate, implementation and testing as well as documentation of the solution.

Prerequisite: Completion of the computer science required core courses and permission of graduate coordinator.

CMPT 698 MASTER'S THESIS 3

Independent research project done under faculty advisement. Student must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take CMPT 699 if they don't complete CMPT 698 within the semester.

Prerequisite: Departmental approval.

CMPT 699 MASTER'S THESIS EXTENSION 1

Continuation of Master's Thesis Project. Thesis extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: CMPT 698.

COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

Chairperson: To Be Announced

Graduate Advisor: Dr. David E. Weischadle

Program Coordinators: Addiction Study, Prof. Vanessa Alleyne

Counseling Fieldwork, Dr. Richard Grey

Administration and Supervision, Dr. David Weischadle

Educator/Trainer Program, Dr. David Weischadle

Counseling, (TBA)

Counseling programs in both the public and private sectors, corporate and business training and organizational development activities, and educational administration and supervision roles are integral parts of the American way of life. The mission of the department is to provide qualified and trained personnel for positions of responsibility in these various program areas, enabling organizations to meet the changing needs of society.

In counseling, the department prepares students for work with diverse populations in a variety of settings in the following areas: individual/group counseling, addiction counseling, human resources counseling, guidance counseling, and student services in higher education. In addition, the department offers courses for professional development meeting the requirements for National Board Certification in Counseling and New Jersey State Professional Counselor Licensure.

In the growing area of training and development, the department offers opportunities to current and prospective professionals to gain new knowledge and skills in management education, program planning and organizational analysis.

In educational administration and supervision, the department provides leadership programs for individuals to develop the knowledge and competencies for positions as principals, department supervisors, school business administrators, superintendents, and other personnel.

From the initial core of courses through the field work experience, the department offers courses to train counselors, human services personnel, and educational trainers to work with minority communities, women, families, adult learners, substance abusers (CADC), Prevention Specialists (CPS), businesses and industrial settings, as well as to work in traditional roles in public school administration, supervision, school guidance, school social work, and substance abuse awareness (SAC).

An initial core program, consisting of four courses applicable to counseling, educational training or administration and supervision is required of all students entering the program. The specific coursework to be followed will be determined under the guidance of the appropriate program coordinator. The Program Coordinator will work out an individual program designed to meet each student's particular interests and needs.

CERTIFICATION PROGRAMS IN COUNSELING

The department continues to emphasize the state certification program for guidance counselors. This state certification requires additional credentials. The Student Personnel Services Certification for guidance counselors requires a teaching certificate and one year of full time teaching experience under certification. Students should consult their graduate advisor for specific certification requirements for this program. Courses are also available for persons seeking certification as Director of Pupil Personnel Services and for individuals interested in completing all academic requirements for certification in alcoholism counseling (CADC), Substance Awareness Coordinator Certification (SAC), National Board Counseling Certification, and New Jersey State Professional Counselor Licensure (LPC).

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COUNSELING, HUMAN SERVICES AND GUIDANCE

	Semester Hours
I. Core Courses	12
Core courses are to be completed within the first four semesters.	
COUN 559 Dynamics of Group Process	3
COUN 577 Counseling Theories	3
COUN 588 Techniques of Interviewing and Counseling	3
ELRS 503 Methods of Research	3
II. Required Courses	30
Required courses will be determined with the advisement of the program coordinator.	
(a) Human Services which permit such areas of specialization as:	
Individual Counseling	
Counseling the Family	
Group Counseling	
Human Resources and Organizational Development	
Counseling in Higher Education	
Addiction Counseling	
(b) State Certification Program in Guidance and Counseling	
(c) Eligibility for State Certification as Substance Awareness Coordinator (SAC)	
(d) Addiction Studies (CADC) and Substance Awareness Eligibility (SAC)	
(e) Certified Prevention Specialist (CPS)	
III. Fieldwork	6
The fieldwork in each concentration consists of field placements approved by the Fieldwork/Practicum coordinator. A minimum of 300 hours of observation and contact with clients at the field site is required. Seminars will accompany the field experience. Field work courses are to be taken after the completion of a minimum of 21 credits have been completed in the program	
IV. Comprehensive Examination or Thesis	
Nearing completion of the program, the student will register for the comprehensive examination given in the Fall or the Spring. Students selecting the thesis option should register for COUN 698 Master's Thesis.	

Minimum Semester Hours: 48

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION

(For school personnel)

The Master of Arts degree in Administration and Supervision (A&S) seeks to achieve six basic objectives. These objectives have been reviewed annually and have been maintained to focus on both the course work and advisement. Those objectives are:

1. To help develop and/or support a personal philosophy of education and social consciousness consistent with related theories of learning and human development;
2. To develop characteristics required for effective leadership in education;
3. To analyze educational organizations and plan programs and strategies for increasing organizational effectiveness and student achievement;
4. To develop techniques to facilitate interpersonal and group problem-solving and decision-making;
5. To develop skills in managing change and conflict in educational endeavors; and
6. To interpret research findings and design and implement research techniques for their organizational needs.

ADMISSION REQUIREMENTS

Three years of successful teaching experience under certification are required for certification as Supervisor or Administrator. The program for principals is designed to meet the requirements enacted by the New Jersey Department of Education.

PROGRAM REQUIREMENTS

	Semester Hours
I. Core Courses	12
COUN 559 Dynamics of Group Process	3
ELAD 510 Educational Administration I	3
ELAD 521 Education Law	3
ELRS 503 Methods of Research	3
II. Required Courses	18
CURR 530 Principles of Curriculum Development	3
CURR 534 Strategies for Curriculum Change	3
ELAD 520 Systems Analysis	3
ELAD 540 Supervision I	3
ELAD 543 The Clinical Supervisor	3
ELAD 622 School Finance	3
VI. Field Experience	6
ELAD 615 Supervised Field Experience in Administration and Supervision	6
or	
ELAD 616 Internship in Educational Administration	6
VII. Comprehensive Examination	

Minimum semester hours: 36

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION- CONCENTRATION FOR EDUCATOR/TRAINER

(Training Personnel)

This program provides solid scholastic foundations with close observation of the applications and implementation of theoretical principles. Graduates will serve as supervisors of trainers in corporate management, basic skill training in industry, civil service training, library/museums, health services, banks, research project management, and human resource management. Graduates of this program will learn to:

1. Develop a personal philosophy of organizational training consistent with the related theories of adult learning and human development.
2. Develop effective leadership skills in educational training programs.
3. Analyze organizations and plan programs and strategies for increased effectiveness.
4. Develop techniques for interpersonal and group problem solving and decision-making.
5. Develop skills in managing change and conflict.
6. Interpret research findings and design and implement research techniques to their organizational needs.

PROGRAM REQUIREMENTS

		Semester Hours
I.	Core Courses	12
	COUN 559 Dynamics of Group Process	3
	ELAD 509 Administration of Education and Training Programs	3
	ELAD 542 Supervisory Skills for Education and Training Personnel	3
	ELRS 503 Methods of Research	3
II.	Required Courses	9
	ELAD 531 Program Planning and Development	3
	Approved Psychology Course	3
	Graduate Course in Testing or Approved Elective	3
III.	Specialization Courses	15
	ELAD 628 Field Experience or Internship	3 or 6
	Electives in major field approved by advisor	12 or 9
IV.	Comprehensive Examination	

Minimum Semester Hours: 36

Final action on full matriculation is based on requirements of the Office of the Graduate School, the Department and any special individual requirements assigned to the student by the department's advisor/program coordinator.

Portrait of a Counselor*

Montclair State University's Counseling Program is committed to the training and development of professional counselors who actively engage in reflective, ethical, legal, and culturally competent counseling practice that promotes the highest levels of personal growth, empowerment, and effectiveness in individuals, families, groups, and communities. In selecting students for the Counseling Program, Montclair State University uses criteria which are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our Program to possess. The "Portrait of a Counselor" outlined below is a model toward which students in the Program strive. In making decisions on acceptance to the Program, faculty consider such criteria as educational and life experiences, professional goals, commitment to social justice and human development, the varied responsibilities associated with both, and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will achieve the goals inherent in the "Portrait of a Counselor."

The Department of Counseling, Human Development, and Educational Leadership community is committed to the initial and continuing development of counselors who exemplify the character, dispositions and habits of mind reflected in this portrait. Competent, professional counselors:

- a. conduct ongoing inquiries into the nature of counseling, learn about new developments, and reflect upon their own personal development and professional practice.
- b. believe in the worth and potential for change of all persons and strive to ensure equal opportunities for all clients.
- c. possess the literacy, critical thinking and technological skills associated with the concept of an educated counseling professional and, are committed to lifelong learning. They speak and write English fluently and to communicate effectively and possess the critical thinking skills needed to competently analyze and contribute to the professional literature.
- d. have content knowledge of the theories, concepts, purposes and processes associated with counseling.
- e. understand the effects of human development on the personal, social and emotional growth of people and are committed to providing a nurturing, caring and accepting therapeutic environment for all clients.
- f. possess the skills and attitudes necessary to establish and maintain a counseling environment that fosters trust, critical thinking, inquiry, risk-taking, and self-empowerment.
- g. understand and are committed to moral, ethical, legal, and enculturating responsibilities within a democratic society.
- h. model respect for individual and cultural differences and an appreciation of the basic worth of each individual. They select counseling interventions with sensitivity to issues of class, gender, race, ethnicity, sexual orientation, age, ability, and work to foster an appreciation of diversity among clients and colleagues.
- i. are committed to their role as stewards of change, social justice, and best practices in their profession and possess the interpersonal skills and dispositions to work cooperatively with colleagues.
- j. are willing to explore a career in a variety of geographic areas and work settings where counseling services are needed.
- k. are committed to on-going supervision of and consultation about their practice throughout their professional careers.

1. are committed to and bound by the codes of ethics and standards of practice as put forth by the American Counseling Association and state regulatory agencies.

** Modified from "Portrait of a Teacher" developed by the Admissions and Retention Subcommittee of the Teacher Education Policy Committee, Montclair State University, Upper Montclair, NJ.*

COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

Course Descriptions

Semester Hours

COUN 552 INTRODUCTION TO PROFESSIONAL COUNSELING 3

This course is designed to introduce students to the profession of counseling. Students will engage in a critical examination of the roles, functions, responsibilities and typical settings of counseling professionals. Students will study issues related to credentialing, licensure, and professional development. In addition, the course will explore approaches to various types of counseling, principles and techniques, and work of the professional counselor. Students will also learn skills in technological competence and computer literacy necessary for effective professional counseling practice.

COUN 557 TECHNIQUES AND EXERCISES IN GROUP DYNAMICS 3

A structured experiential course: participating in and evaluating activities and exercises of individuals who work with small groups. Students will modify old designs and create new ones as they compile their own ideas, forms and exercises.

Prerequisite: COUN 559.

COUN 558 CONSULTATION IN ORGANIZATIONAL DEVELOPMENT 3

A laboratory based course which focuses on the role of the organizational consultant. Emphasis on planning, providing help and evaluating activities. Diagnostic and behavioral skills to aid individuals and groups within organizations will be developed. Designed for those considering consultation work in business, industry, government, penology, education and community organizations.

Prerequisite: COUN 559.

COUN 559 DYNAMICS OF GROUP PROCESS 1 - 3

A laboratory-based course for the development of group skills and understandings. Focus is on experimental learning and personal growth. Readings in human interaction theory will be related to actual group participation.

COUN 560 MEDICAL PROBLEMS IN EDUCATION 3

In this course the role of the educator is studied in relation to the following subject areas: childhood, chronic and contagious diseases, nutritional problems, narcotics and psycho-socio-medical pathologies. The impact of health problems on the family, school and community is emphasized throughout. Required for certification in school social work.

COUN 561 MARITAL AND FAMILY THERAPY 3

This course focuses on the core concepts fundamental to an understanding of marital and family therapy. Emphasis is on a frame of reference for family therapy strategies and review of current research on family process and treatment. Course is intended for practitioners in the helping professions, including social workers, counselors, ministers, probation and parole officers, addiction counselors.

COUN 562 SOCIAL CASE WORK I 3

This course examines the theory and practice of social casework. Focus is on developing casework techniques in interviewing, diagnostic skills and intervention modalities. Utilizing case studies from school settings and social agencies, critical examination of major casework methods are undertaken in terms of diagnosis and functioning and intervention appropriate for the social treatment of a client - child or adult. Emphasis is on school social work, the child study team, the broad range of learning and behavioral problems, the appropriate use of casework help, the relationship between theory and practice and developing beginning skills in transferring and using knowledge appropriate to problem situations in the school and community. Required for certification in school social work.

COUN 563 SOCIAL CASEWORK II 3

This course entails critical examination of major social work methods in diagnosis, social functioning and relevant intervention techniques appropriate for the social treatment of individuals. Required for certification in school social work.

COUN 566 GROUP LEADERSHIP 3

Training for group workers to sharpen diagnostic and behavioral skills. Students will join an ongoing task centered group either as a member or its leader and will make a problem diagnosis, procedural plan and a method of evaluation. In-progress and final reports will be discussed.

Prerequisite: COUN 559.

COUN 568 THEORIES OF CONSULTATION 3

Problems and current practices in small group interaction, social restructuring and cultural encounter. Survey of literature on the influence of interaction on small group behaviors, learning theories, leadership, decision making, social reconstruction, value conflict and perception of self and others.

COUN 570 COUNSELING ADULTS 3

This course is designed to identify the special needs of adults as they seek counseling. Special attention is given to the counseling needs of college students, adults returning to academic environs, women, minority groups, the handicapped, and other adults with special needs. Case studies, field visits, and supervised practice will be basic techniques employed.

Prerequisite: COUN 577.

COUN 571 PEER COUNSELING 3

An advanced course dealing with the concept and experience of peer counseling. The development, organization, implementation, and evaluation of peer counseling programs and activities. This course involves lectures, seminars, and laboratory experiences. In laboratory, students counsel each other. In seminar, they evaluate their peer counseling activities.

Prerequisites: COUN 559 and 577.

COUN 572 SELF-CRITIQUING FOR IMPROVED 3

COUNSELING COMPETENCE

Presentation of a theory and system for improving one-to-one counseling through a process of self-critiquing tape recorded interviews of counseling sessions conducted by course participants. Specific counseling behaviors are identified and examined and strategies are developed leading to the attainment of individual behavioral goals.

Prerequisite: COUN 588 and a minimum of 18 graduate credits in counseling.

COUN 574 COUNSELING IN ORGANIZATIONS: 3

EMPLOYEE ASSISTANCE PROGRAM (EAP)

This course focuses on nature and characteristics of individuals and groups in organizations in a workplace environment and how an Employee Assistance Program (EAP) helps in maintaining effectiveness. These organizations, both profit and non-profit, place great demands on roles which people play in achieving goals, working in groups and teams, performing effectively, and dealing with problems and issues. Emphasis will be placed on the development and application of effective counseling strategies and interventions which empower individuals and enable them to be effective participants.

COUN 576 ACTION METHODS IN COUNSELING 3

Course is designed to provide an opportunity for students to experience and to develop facility with counseling methods which will enable their clients to explore the roles that they play in their daily lives and to find new and more effective ways of expressing these roles. Through the use of action-oriented techniques, students will increase their spontaneity and will be freer to unfetter creativity in others.

COUN 577 COUNSELING THEORIES 3

Entails a comprehensive study of the major schools of thought in psychotherapies, existentialism, Rogerian psychology, rational therapy, behavioral therapy, and psychoanalysis, among others, are studied in the context of social work, counseling, and psychological practice. Emphasis is in helping prospective human service professionals in recognizing that different theories are effective not because of their unique elements, but because in practice they include the basic common elements of all theories.

COUN 581 COMMUNITY RESOURCES 3

This course deals with the various agencies, industries and institutions available in the surrounding communities for use in guiding and referring clients. In addition to becoming familiar with the location and nature of these facilities students learn the techniques for arranging client interviews and visits. Class discussion and personal research are supplemented by field trips.

COUN 582 CAREER COUNSELING 3

Covers the principles of career guidance, use of tests and interest inventories in career guidance, sources and usage of career information, theories of career development, counseling on how to find and hold a job, and placement activities. Also includes an introduction to career education. Students will visit industries and post-secondary training. Cross listed with Curriculum and Teaching, ISCE 582.

COUN 583 EDUCATIONAL GUIDANCE 3

This course is concerned with the facilities available for education after high-school graduation, the problem of further training for pupils leaving school before completing high school programs of alternative education, and the academic problems of students while in school. A brief survey of colleges and college admission procedures is made.

COUN 587 ADMINISTRATION AND SUPERVISION OF GUIDANCE PROGRAMS 3

Developing and administering programs of student registration, theory and techniques of scheduling, and supervisory responsibilities of the director of guidance. Coordinating guidance activities in a multi-school district or agency. Examination of current guidance practices; formation of proposals for improvement in programs where the student is working as a counselor and/or director.

Prerequisite: Certification in Student Personnel Services.

COUN 588 TECHNIQUES OF INTERVIEWING AND COUNSELING 3

Included in this course are techniques applicable to the interviewing and counseling of individuals and small groups. Directive as well as client-centered approaches are utilized. Specific attention is given to techniques such as role-playing, case studies, and audio/video tape feedback.

Prerequisite: COUN 577.

COUN 589 STUDENT SERVICES IN HIGHER EDUCATION 3

The course is a study of the student personnel functions in two-year and four-year colleges. The areas to be included are: personal counseling, financial aid, dormitory management, health programs, student activities and social programs; course selection, job placement, college admission and academic retention, administration and supervision of the program.

COUN 590 COUNSELING THE ALCOHOLIC AND THE SUBSTANCE ABUSER 3

Describes methods of assessment, treatment planning and charting. Explains the defense structure of the substance abuser. Discusses ethical issues and counseling with special populations as well as children and adult children of alcoholics. Demonstrates individual and group counseling skills.

COUN 591 SEMINAR IN ALCOHOLISM AND SUBSTANCE ABUSE COUNSELING 3

Emphasizes family treatment with alcoholism and drug problems and typical effects on spouse and children. Screening, assessment, diagnosis and treatment management are explored. Crisis intervention, relapse prevention, ethical issues and special populations are discussed.

COUN 592 THEORIES OF COLLEGE STUDENT DEVELOPMENT 3

This course is designed to introduce students to relevant models and theories of student and human development used in Student Affairs counseling and administration in higher education. Students will engage in a critical examination of the processes of student learning, growth and development during the college years and in theories that support and enhance student affairs administration. Special focus will be directed toward understanding the implications of these models for the policies and practices of education in general and student affairs administration in particular.

COUN 595 MULTICULTURAL COUNSELING 3

Students will examine the concept of culture; consider their own values; analyze American middle class norms and their relationship to the counseling profession; and study diverse multicultural viewpoints with a close look at certain specific populations. The perspective will be one of sociology/anthropology joined to the psychological/counseling approach.

COUN 640 THE MENTALLY IMPAIRED AND CHEMICALLY ADDICTED CLIENT 3

Provides concentrated study of a difficult substance abuse treatment population. Emphasized major theoretical issues drawn from recent research and clinical developments; includes consideration of assessment, treatment and after care perspectives, utilizing current approaches and specific techniques.

COUN 641 CLINICAL SUPERVISION AND TRAINING IN ALCOHOL AND DRUG COUNSELING 3

Clinical supervision and training in alcohol and drug abuse counseling closely reviews the fundamentals of supervising the training that counseling interns receive in both individual and small group situations. Analyzing supervision and training issues, content and form of supervisory interactions, eliciting excellence from each candidate, ethics, modeling counseling behavior, successfully working through administrative hierarchies and organizational theory are some of the significant areas that will be explored in-depth.

Prerequisites: COUN 450, and 454, and 590, and 640.

COUN 652 COUNSELING THE FAMILY 3

Study of the theory and dynamics of family therapy. Leading proponents of different schools and current practice in the field will be discussed. Techniques will be illustrated to clarify concepts. Developmental stages of child, adolescent, adult and family will be addressed.

Prerequisite: COUN 588.

COUN 653 SELECTED TOPICS IN COUNSELING 3

This course provides counseling professionals in public, private and nonprofit settings with knowledge about current issues, developments and trends affecting their work and organizations. It will examine strategies to improve professional effectiveness and delivery of services in the face of significant changes impacting the practice of counseling.

COUN 654 SUPERVISED FIELD WORK IN COUNSELING 3

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

Prerequisites: 21 semester hours in master's degree program in counseling.

COUN 660 SELECTED PROBLEMS IN COUNSELING HANDICAPPED PERSONS 3

This course presents an overview of prevailing laws, attitudes, issues and practices related to the special needs of handicapped persons. Attention is given to: 1) identification and understanding of the handicapped; 2) federal and New Jersey state legislation and supportive programs; 3) life/career counseling as particularly relevant to handicapped persons of all ages; 4) issues and trends in meeting the special needs of the handicapped.

Prerequisites: COUN 588.

COUN 661 GROUP DEVELOPMENT LABORATORY I 3

Seminar experiences as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and the effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

Prerequisites: COUN 559.

COUN 663 GROUP LABORATORY DESIGN 3

This course will focus on the translation of client needs into designs for programs of experiential and cognitive learning opportunities. Students will study models of programs which have been used for colleges, schools, businesses, and other organizations. They will then discuss the theoretical aspects involved and participate in the planning, carrying out, and evaluation of current laboratories, workshops, and conferences.

Prerequisite: COUN 559.

COUN 664 INDEPENDENT STUDY 1 - 3

An opportunity to study in depth areas of human services which are not offered in the regular curriculum, under the direction of department faculty member. Semester hours determined by the department chair following consultation with departmental research committee. Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved course or seminar related to the student's special area of interest.

Prerequisite: Departmental approval.

COUN 665 ECOTHERAPY: APPLIED ECOPSYCHOLOGY 3

This course examines how an emergent approach to therapy and counseling seeks to expand the concepts of self and health to include biosphere. Students will explore and evaluate the effects of human perceptions, attitudes and behavior in relation to the natural world. Students will also learn skills and techniques that heal the human psyche within a paradigm that respects and nurtures the environment.

COUN 666 ETHICAL AND LEGAL ISSUES IN COUNSELING 3

This course will include a study of ethical theory in relation to legal and moral issues in counseling. Conflicts and value problems will be looked at. Ethical principles and specific cases facing counselor will be included. Specific problems in thinking and counseling strategies as well as marketing of services and conduct of individual counselors will be studied.

Prerequisite: COUN 588.

COUN 671 THE USE OF SELF-HELP PROCEDURES IN COUNSELING 3

This course provides students with the opportunity to review, in a laboratory setting, the vast array of self-help materials and procedures available to the general public. Through experiential application, students will become familiar with step-by-step procedures, appropriate application and evaluation of self-help materials in the counseling process.

Prerequisite: COUN 588.

COUN 672 COUNSELING THE AGING 3

This course deals with the long-range preventive counseling and crisis intervention in critical stages of the aging process. Covered are such topics as: job change, economic upheaval, sexuality, changing family structure, chronic illness, death and dying.

Prerequisite: COUN 588.

COUN 673 COUNSELING FOR SEX EQUALITY 3

This course is designed to help students become more aware of the overt and more subtle aspects of sex inequality in our culture; the need for individual and group counseling strategies to overcome sex bias; and the development of counseling skills needed to implement these strategies.

Prerequisite: COUN 588.

COUN 674 SUPERVISED FIELDWORK IN COUNSELING II 3

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

Prerequisites: 21 semester hours of graduate course work in counseling.

COUN 698 MASTER'S THESIS 3

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take COUN 699 if they don't complete COUN 698 within the semester.

Prerequisite: Departmental approval.

COUN 699 MASTER'S THESIS EXTENSION 1

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: COUN 698.

ELAD 509 ADMINISTRATION OF EDUCATION AND TRAINING PROGRAMS 3

This course prepares the present or prospective administrator to manage an education or training program in a nonschool setting. Administrative theory, organizational functions, personnel and staff requirements as well as program design and development will be examined and studied. The course is designed for the educational administrator in both public and nonpublic agencies as well as in profit-making or nonprofit organizations.

Prerequisite: One and one-half years of work experience.

ELAD 510 EDUCATIONAL ADMINISTRATION I 3

Nature and dynamics of organizations from the viewpoints of social and behavioral sciences. Leadership, decision-making, conflict resolution and other theories considered in the educational setting. Impact of environmental and personal forces on organizational behavior.

Prerequisite: One and one-half years of successful teaching under certification.

ELAD 512 ADMINISTRATION OF ELEMENTARY SCHOOLS 3

Educational leadership required for effective elementary school organization and administration. Changing role of the principal, relationships with staff and students and current principles, practices and techniques with regard to scheduling, staff utilization, plant operation, student activities and school community relations.

Prerequisite: ELAD 510

ELAD 513 SECONDARY SCHOOL ADMINISTRATION 3

Special administration problems of the junior and senior high school. Recruitment of staff; scheduling of teachers, organization and school morale, and recent experiments of organizational structure. Supervision of instruction as a major function of administration. Current demands of adults in the community. How the secondary school operates in relation to the elementary school and higher education to help design education as a continuous process. Students write a paper on special administrative problems.

Prerequisite: ELAD 510.

ELAD 520 SYSTEMS ANALYSIS IN EDUCATION AND TRAINING 3

Latest techniques in operations research for educational purposes. Systems analysis techniques studied and utilized by student in an instructional, curriculum or administrative mode. Simulation techniques in classroom-oriented activities.

ELAD 521 EDUCATION LAW 3

Legal-theory, practical politics, relationship of school district organization to other units of government, appellate function of the state Commissioner of Education and the state Board of Education, New Jersey school laws (Title 18A of the revised statutes) and rules and regulation of the state Board of Education and their decisions. New Jersey school legal structure compared with that of other states.

ELAD 522 USE OF COMPUTERS IN EDUCATIONAL ADMINISTRATION 3

This introductory course provides for the school administrator an overview of the computer, its development and applications in education, and the nature of the computer operational requirements in an educational organization. Also included will be the elements of an educational management information system (EMIS), computer staff supervision, and use of computers in such areas as testing, record keeping, attendance and report preparation.

Prerequisite: ELAD 510.

ELAD 526 SCHOOL BUSINESS ADMINISTRATION 3

Role of school business administration in the public school. Various functions, structures and techniques of operation. Simulation techniques utilized to construct both a traditional and PPBS budget.

Prerequisite: ELAD 510 and 521.

ELAD 528 FINANCIAL MANAGEMENT FOR EDUCATION/TRAINING PERSONNEL 3

This course provides an introduction to budgets systems, financial management, general accounting procedures, and the process of reporting for training personnel. Also included will be discussions of the development of financial reports related to training, as well as experience in the use of cost-benefit analysis techniques. Financial terminology will be included in the overall course development.

ELAD 531 PROGRAM PLANNING AND DEVELOPMENT 3

This course provides education and training personnel with experience in the principles and techniques of designing training programs in the organizational setting. Special attention will be placed on organizational needs analysis and program development in skills areas and staff development. Students will design a total program and individual lessons for education and training efforts in a variety of simulated settings.

Prerequisite: One and one-half years of work experience.

ELAD 540 SUPERVISION I 3

School personnel as principals, coordinators and department and subject area supervisors in elementary and secondary schools. Contribution of supervisors in instruction and in supporting the professional work of classroom teachers.

ELAD 542 SUPERVISORY SKILLS FOR EDUCATION AND TRAINING PERSONNEL 3

This course provides the present and prospective education and training supervisor in a public or nonpublic, profit or nonprofit setting with instruction in course/program assessment, personnel selection procedures, staff evaluation processes, and material/equipment procurement. Also included is training manual development and use.

ELAD 543 THE CLINICAL SUPERVISOR 3

Role of the supervisor in implementing clinical supervisory practices. Simulation techniques utilized to develop observation and conference techniques as well as the development of professional improvement plans.

Prerequisites: ELAD 540.

ELAD 545 LEADERSHIP SKILLS IN COMMUNICATION FOR THE EDUCATOR/TRAINER 3

This course provides experience in basic leadership skills for the educator/trainer: communication skills, report writing skills, listening skills, and presentation skills. Students will prepare actual reports, presentations, and reactions, verbal and/or written, to problem situations. Audio and video taping of individual skills presentation of simulated situations will be an important component of the course. Increasing training and supervisory effectiveness through the improvement of communication skills will be the major focus of this course.

ELAD 549 ETHICAL AND LEGAL ISSUES FOR EDUCATION AND TRAINING PERSONNEL 3

This course provides the educator/trainer in a business setting with a theoretical and practical base in examining and analyzing ethical problems and legal aspects of training and development. Such topics as affirmative action, access to training programs, copyright laws, and employee discipline will be explained and discussed.

ELAD 550 COMPUTER APPLICATIONS FOR COUNSELORS AND TRAINERS 3

Course provides instruction in computers and software for both personal and program use in such professional fields as counseling, training, and supervision. Emphasis will be placed on individual skills and knowledge of the computer, data processing, and information analysis. Further study will include record keeping, program applications, and software analysis in such areas as therapeutic learning programs, career awareness and development, computer-based training, and staff evaluation reporting.

ELAD 560 WORKSHOP SEMINAR IN HIGHER EDUCATION 3

Overview of structure and functioning. History, philosophy, sociology and politics of the college as a unique and dynamic institution in American society: Educational opportunity and the organization of higher education; open admissions; status, trends and implication; minority group youth in higher education; student initiatives for reform; faculty governance; etc.

ELAD 615 SUPERVISED FIELD EXPERIENCE IN ADMINISTRATION AND SUPERVISION 3 - 6

Students are assigned work within an educational agency, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the administrator. A written report on the activity or research paper will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

Prerequisite: Departmental approval.

ELAD 616 INTERNSHIP IN EDUCATIONAL ADMINISTRATION 6

Full semester assignment of guided work within an educational institution's administrative office. Sixth year students are eligible to choose this internship plan, but it is advised that arrangements be made for released time, at least one half time, if the internship is to be carried on in an institution where student is employed. The experience is planned to include a wide variety of administrative experiences such as locating and interviewing candidates for position, scheduling, in-service professional development, special committee leadership, projects that influence curriculum building arrangements and budgets. The sixth year student may be required to take ELAD 610 or 611 for three additional semester hours during this internship. In all cases, students will complete the research project as a part of the internship assignment.

Prerequisite: Departmental approval.

ELAD 618 INDEPENDENT STUDY IN EDUCATIONAL ADMINISTRATION AND SUPERVISION 1 - 3

Individual pursuit of a research topic in the area of administration or supervision, culminating in a written document of scholarly proportion and integrity. Arrangements for this course should be made with department chairperson or advisor.

Prerequisite: Departmental approval.

ELAD 619 SEMINAR IN ADMINISTRATION, SUPERVISION AND CURRICULUM 3

Intensive study of administrative and supervisory problems suggested by educational events and trends of the year. Each student does an individual piece of research which is reported to the class. This represents advanced work which depends upon previous study or experience in educational administration or supervision.

ELAD 621 SCHOOL PLANT PLANNING 3

The relationship between educational facilities and educational programs. Site selection, development of educational specifications, the physical environment, selection of equipment, programming of various facilities based on curricula and community needs. Group visits to exemplary educational facilities.

Prerequisite: ELAD 510 and 521.

ELAD 622 SCHOOL FINANCE**3**

Current economic environment; state, local and federal taxation; state school aid theory and practice; school district indebtedness; statutory school budget and fiscal controls; various cost-quality instruments and role of school fiscal structure in relation to local, state and federal governments.

Prerequisite: ELAD 510 and 521.

**ELAD 628 FIELD EXPERIENCE IN ADMINISTRATION
AND SUPERVISION FOR EDUCATORS/TRAINERS****3 OR 6**

Students are assigned to a particular office, under guidance of a supervisor, to carry out certain functions of the position. A college staff member acts as coordinator and supervisor by visiting site and consulting with student, observing him in action; plans with site supervisor for improvement and evaluation of student's work. This course may be taken for 3 or 6 credits.

Prerequisite: Departmental approval.

**ELAD 629 ACCOUNTING, AUDITING, AND REPORTING
FOR SCHOOL SYSTEMS****3**

The course will provide students with the knowledge and skills required to initiate and maintain a school district's accounting, auditing, and reporting program. Emphasis is placed on the terminology and processes required to insure local school district financial accountability. New Jersey operational requirements will be stressed.

Prerequisite: ELAD 526.

**ELAD 643 STAFF PERSONNEL ADMINISTRATION
AND SUPERVISION****3**

Personnel practices and problems in current school situations. Roles of policy-making bodies, the public, professionals, paraprofessionals and general staff in recruitment, selection, retention and evaluation of staff.

Prerequisites: ELAD 521 and 540.

**ELAD 660 FIELD EXPERIENCE IN THE HUMAN RESOURCES,
PART I****1 OR 3**

The field experience provides significant opportunities in an organization to synthesize and apply the knowledge gained in coursework. In addition, students will have the opportunity to practice and develop skills in the area of human resource development, organizations development, consultations, counseling, communications, human relations, and evaluation. In particular, students will focus on critical thinking, leadership, and ethical issues. May be taken for 3 or 6 credits.

**ELAD 661 FIELD EXPERIENCE IN THE HUMAN RESOURCES,
PART II****1 OR 3**

The field experience provides significant opportunities in an organization to synthesize and apply the knowledge gained in coursework. In addition, students will have the opportunity to practice and develop skills in the area of human resource development, organizations development, consultations, counseling, communications, human relations, and evaluation. In particular, students will focus on critical thinking, leadership, and ethical issues. May be taken for 3 or 6 credits.

**ELAD 670 SELECTED TOPICS IN EDUCATIONAL
ADMINISTRATION/SUPERVISION**

1 - 3

Emphasis on in-service education for practicing administrators and/or supervisors. Topics will vary in accordance with needs, concerns, or requests of school districts or professional organizations desiring service. Current problems are given priority. Credits to be dependent upon number of hours workshops and/or seminars are in session.

Prerequisite: Departmental approval.

CURRICULUM AND TEACHING

Chairperson: Dr. Richard A. Wolfson

MASTER OF ARTS IN TEACHING (MAT)

MAT Coordinator: Ms. Linda Gonzalez

Graduate Advisors MAT: Dr. Jennifer Robinson

Dr. Adrienne Santola

Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (MAT) and a teaching certificate simultaneously.

The regular program is open to students who wish to teach one of the following subjects in K-12 schools: fine arts, business education (bookkeeping and accounting, general business education), English, foreign languages (French, Spanish), home economics, mathematics, music, health and/or physical education, science, social sciences, TESL (Teaching of English as a Second Language), or teacher of students with disabilities (teacher of the handicapped). Students may also pursue elementary/early childhood education, or special education ("teacher of the handicapped" certification).

As part of the application process, a candidate's academic background in the subject he or she wishes to teach will be assessed by faculty. Further undergraduate course work in that subject may be required, in addition to the M.A.T. degree requirements listed below. If required, these courses may be taken concurrently with other program requirements, but must be completed prior to student teaching. As a general rule, M.A.T. candidates who are assessed to have strong academic backgrounds in the subjects they wish to teach may have little or no additional undergraduate course work to complete. (An example would be a candidate who possesses a degree in mathematics who wishes to teach mathematics.) However, course requirements for the M.A.T. in Early Childhood (P-3) and Elementary Education (K-8) are outlined in this catalog under the Department of Early Childhood, Elementary and Literacy Education. Those pursuing special education must complete approximately 15 additional semester hours in that teaching field. M.A.T. candidates who wish TESL (Teacher of English as a Second Language) must also satisfy the requirements for a linguistics major, which may add 36 semester hours to their programs.

Upon successful completion of the program, the student will be recommended to the New Jersey Department of Education for a teaching certificate. Students interested in teaching elsewhere should seek information from the appropriate state authorities; requirements are generally similar.

Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed undergraduate or post-baccalaureate teacher certification programs must successfully complete an induction program of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey teaching certificate. Exempted from this requirement are persons who already possess a New Jersey standard certificate and are seeking an additional New Jersey certificate as well as those who are recommended for certification as Teacher of the Handicapped. Persons recommended by the University for certification who have passed the appropriate Praxis examination, will

receive a Certificate of Eligibility With Advanced Standing which authorizes the holder to seek and accept offers of employment in New Jersey schools and in other states. The certificate is valid for the lifetime of its holder.

Note: Certification requirements are subject to change (see Teacher Education Programs in this catalog). United States citizenship is required for New Jersey certification.

ADMISSION REQUIREMENTS

Candidates for admission to the MAT program must file an Application for Graduate / Post Baccalaureate Admission to the Graduate School, including all supporting materials by February 15 to be considered for Summer/Fall admission or by September 15 for Spring admission. An undergraduate grade point average (GPA) of at least 2.70 overall, and in the teaching field is required, along with qualifying scores on the general Graduate Record Exam. A higher GPA in the teaching field may be required by some departments.

In addition, candidates for most M.A.T. programs are required to take the appropriate Praxis II Subject Assessment test, prior to being admitted into the Program. Full matriculation requires passing the Praxis. Candidates who do not pass the Praxis but meet all other admissions requirements will be admitted conditionally and limited to 12 graduate credits until they submit passing scores for the appropriate Praxis examination. In addition to transcripts and GRE and Praxis II scores, two recommendations from school or college faculty, or administrators, must be submitted. It is expected that students will be able to demonstrate proficiency in the use of the English language.

After the application deadline, candidates will be notified about the next step in the application process, which may include interviews (with a departmental faculty advisor and/or admission committee), writing samples, and portfolio review or audition (the latter applies to art and music candidates).

Students who are accepted to the MAT program will be assigned to faculty advisors whom students should consult each semester. Since students' backgrounds differ, they should not take courses without advisement. The course of study listed below is generic and may differ in detail for individual students.

General questions about the MAT program should be directed to the Director of Teacher Education Admission, (973) 655-4139.

Program Goals and Admission Criteria

In selecting students for the MAT program, Montclair State University uses criteria which are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our Program to possess. "The Portrait of a Teacher" outlined below is a model toward which students in the Program strive. In making decisions on acceptance to the Program, faculty consider such criteria as GPA, knowledge of content of major area of study, commitment to teaching and its varied responsibilities, and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will achieve the goals inherent in the "Portrait of a Teacher".

Portrait of a Teacher:

The Montclair State University community is committed to the continuing development of teachers who exemplify the character, dispositions and habits of mind reflected in this portrait. They:

- a. continue to inquire into the nature of teaching and learning and reflect upon their own professional practice.
- b. believe in the educability of all children and seek to ensure equal learning opportunities for every student.
- c. possess the literacy, critical thinking and technology abilities associated with the concept of an educated person and are committed to lifelong learning. They speak and write English fluently and communicate clearly.
- d. have content knowledge which includes a strong sense of the concepts, purposes and intellectual processes associated with the discipline they will teach.
- e. understand the effects of human development on the learning of children, adolescents and adults and are committed to providing a nurturing and caring environment for all students.
- f. possess the skills and dispositions necessary to establish a classroom environment that stimulates critical thinking and inquiry.
- g. understand principles of democracy and plan instruction to promote critical reflection on the ideals, values and practices of democratic citizenship.
- h. understand and are committed to the moral, ethical and enculturating responsibilities of those who work in the school.
- i. model respect for individual differences and an appreciation of the basic worth of each individual. They plan instruction and assessment with sensitivity to issues of class, gender, race, ethnicity, sexual orientation, age and special needs, and work to foster an appreciation of diversity among students and co-workers.
- j. are committed to their role as a stewards of renewal and best practice in the schools and they possess the interpersonal skills and dispositions to work cooperatively and collaboratively with colleagues.
- k. are willing to explore a career in a variety of settings-urban, suburban and rural.

Criteria for Retention in Program

Students who are accepted to the Program are evaluated periodically. They should review the *Teacher Education Handbook* to determine criteria used to determine eligibility for student teaching and the University's recommendation for certification. By New Jersey Department of Education regulation and University policy, teacher education students in most certification areas must pass the appropriate PRAXIS II Examination. Consult the bulletin board outside Chapin 103 to determine which test you must take.

MASTER OF ARTS IN TEACHING (MAT) DEGREE REQUIREMENTS

Prerequisites: A course in psychology, fulfillment of all requirements stipulated by the teaching field department, and an academic background of at least 60 semester hours of general education, distributed among the arts, humanities, math, science, technology, and the social sciences. Unfulfilled prerequisites will be listed on the student's official work program and are considered requirements for the degree. A memorandum from the departmental teacher education advisor of the teaching field must be submitted, listing major (teaching-field) course work necessary for certification and/or the M.A.T. degree.

M.A.T. PROGRAM

(Normal Minimum 47 semester hours)

	Semester Hours
I. Course work in Professional Education required for certification:	
CURR 599 Curricular and Social Dynamics of Schooling	3
EDFD 520 Development of Educational Thought	3
A course in teaching reading	3
A course in teaching critical thinking	3
Major department methods course	3-4
CURR 500 Fieldwork in Education	2
Professional Semester:	
CURR 502 Graduate Seminar in Professional Education	1
CURR 511 Supervised Graduate Student Teaching or	
CURR 514, 515 In-Service Supervised Graduate Teaching I and II	8
CURR 528 Teaching for Learning	3
Departmental (major) Seminar (if required)	1
Total Semester Hours:	29-31
II. Courses in the Teaching Field or Related Fields:	
Advanced Educational Psychology and a Human/Intercultural Relations course must be included if not fulfilled elsewhere and must be taken prior to the Professional Semester. At least 6 semester hours of graduate courses in the teaching field (major) are required.	
Total Semester Hours:	12
III. Additional Courses in Professional Education:	
(May be taken after certification)	
CURR 522 Innovations in Teaching	3
ELRS 503 Methods of Research	3
Total Semester Hours:	6

If the student has essentially achieved the objectives of part of the program, that portion of the requirements may be waived upon (1) recommendation of the MAT advisor and (2) review and approval by the Dean of the College of Education and Human Services. However, the number of graduate credits may not be reduced below 32, and other requirements of the University and Teacher Certification Program still apply.

MASTER OF EDUCATION (M. Ed.) AN INTERDISCIPLINARY DEGREE FOR CLASSROOM TEACHERS

M.Ed. Administrator and Coordinator: Dr. Catherine Becker

Graduate Advisor: Dr. Catherine Becker

The Master of Education degree for classroom teachers, housed in the department of Curriculum and Teaching, is designed to provide teachers with the knowledge, skills and competencies that will improve their performance in the classroom while broadening their awareness of professional issues and concerns. It is a program that is consciously designed for the classroom teacher, who is a mature student. The program focuses on the study of curriculum, pedagogy, and institutional forces that inhibit and facilitate teachers' becoming stewards of school change.

Admission Requirements

Admission to the program is limited to active, certified teachers. Students must demonstrate required Graduate Record Examination (GRE) or Miller Analogies Test scores and a basic undergraduate grade point average of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate they are capable of completing the program. Matriculation is a two-step process. Students must demonstrate a "B" or better average in Phase I coursework for full matriculation. Persons interested in the program may secure information from Dr. Catherine Becker, Chapin Hall, Room 215.

REQUIREMENTS FOR THE M.Ed. DEGREE

	Semester Hours
PHASE I (9 semester hours)	
CURR 530 Principles of Curriculum Development	3
EDFD 520 Development of Educational Thought	3
ELRS 580 Learning: Process and Measurement	3
PHASE II (12 semester hours)	
Part A (6 semester hours)	
CURR 534 Strategies for Curriculum Change	3
CURR 551 Problem Solving and Critical Inquiry in Curriculum Development	3
Part B (6 semester hours)	
COUN 559 Dynamics of Group Process	1-3
CURR 522 Innovations in Teaching	3
CURR 523 Education in the Inner City	3
CURR 532 Middle School Curriculum and Organization	3
CURR 537 The Study of Curriculum and Teaching	3
CURR 550 Microcomputers in Curriculum and Classroom Teaching	3
CURR 599 Curricular and Social Dynamics of Schooling	3
EDFD 540 Social Forces and Education	3

PHASE III (6 semester hours)		
Graduate Subject/Correlative Electives		6
PHASE IV (9 semester hours)		
ELRS	503 Methods of Research	3
CURR	670 Culminating Activity*	4
CURR	650 Transitional Seminar	2
*Satisfies the graduate research/comprehensive examination requirement		
		TOTAL: 36

MASTER OF EDUCATION (M. Ed.) IN LEARNING DISABILITIES

Graduate Advisor: Dr. Elaine Fine

The Learning Disabilities program is designed to prepare students to obtain the Learning Disabilities Teacher-Consultant (LDT-C) certification. Students wishing to obtain certification as a special education teacher (Teacher of the Handicapped) should look in the section in this catalog called Teacher Education Certification Programs. Students interested in the Master of Education in Early Childhood Special Education will find that program listed under the Department of Early Childhood, Elementary and Literacy Education.

ADMISSION REQUIREMENTS*

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate (e.g., Teacher of the Handicapped). Evidence of one year of successful teaching experience must also be provided.

**Note: Admissions and certification requirements are subject to change. Consult with departmental advisor*

REQUIREMENTS FOR THE M.Ed. IN LEARNING DISABILITIES DEGREE

		Semester Hours
I.	Basic Courses	9
	*PSYC 578 Psychological Tests and Measurements or	
	*ELRS 578 Testing and Evaluation	3
	CS&D 583 Language Disorders of Children or	
	READ 500 Nature of Reading	3
	*PSYC 563 Theories of Learning	3

II.	Core Courses	9
	*SPED 579 Special Education for Students with Disabilities	3
	*SPED 595 Medical and Physical Bases of Disabilities	
	or	
	*PSYC 573 Physiological Psychology	3
	PSYC 564 Psychological Aspects of Disabling Conditions	
	or	
	PSYC 565 Child and Adolescent Psychopathology	3
III.	Specialization Courses	21
	*SPED 580 Nature and Identification of Learning Problems	3
	*SPED 581 Evaluation and Planning for Students with Learning Problems	3
	*SPED 587 Advanced Instructional Techniques for Students with Learning Problems	3
	SPED 589 Research in Learning Disabilities	3
	*SPED 590 Practicum: Learning Disabilities Teacher-Consultant	3
	*SPED 596 Advanced Practicum: Learning Disabilities Teacher-Consultant	3
	SPED 668 Consultation Methods in Psychoeducational Settings	3
	Total: minimum of 39 s.h.	

**Required for New Jersey certification as a Learning Disabilities Teacher-Consultant.*

Additional Requirements

1. Students pursuing a concentration in Learning Disabilities are required to take a qualifying examination to assess proficiency in the understanding of basic concepts, issues, and practices. This examination will be given prior to admittance into practica. Students apply for this examination in consultation with their advisor. If the examination is failed, appropriate plans of action will be developed by advisor and student to address the deficiencies.

2. Students are required to complete successfully a comprehensive project. Comprehensive projects are designed to give students an opportunity to demonstrate their ability to integrate major concepts while working closely with the faculty. Comprehensive projects are culminating activities in students' programs.

Comprehensive projects may require revisions before being accepted and there is a limit to the number of revisions allowed. Students are required to consult with their advisors for specific information on these additional department requirements.

Post-Master's Certification Program in Learning Disabilities

A post-master's candidate seeking certification as a Learning Disabilities Teacher-Consultant must complete 30 semester hours in the areas of study listed below. Qualified students who have already earned a master's degree in education, reading, psychology, counseling, special education, or similar fields, may apply credits toward the 30 semester hours required. However, 12 semester hours must be taken at Montclair State University.

REQUIREMENTS FOR CERTIFICATE IN LEARNING DISABILITIES

The graduate advisor will examine the post-master's applicant's transcripts of master's degree and other graduate credits to determine which of the following courses may be applied toward certification for Learning Disabilities Teacher-Consultant:

A. Required Studies (not necessarily in separate courses):

	MSU Equivalent
1. Education of Students with Disabilities	SPED 579
2. Learning Theory	PSYC 563 or 560
3. Physiological Bases of Learning	PSYC 573 or SPED 595
4. Orientation to Psychological Testing	PSYC 578 or ELRS 578
5. Remediation of Basic Skills	SPED 587
6. Diagnosis and Correction of Learning Disabilities	SPED 580 and 581
7. Consultation	SPED/PSYC 668
8. Supervised Practicum (minimum of 150 hours)	SPED 590 and 596

B. Electives

1. Special Education	SPED 582
2. Group Dynamics	COUN 559; PSYC 568
3. Psychopathology	PSYC 564, 565
4. Early Childhood Special Education	SPED 506, 507
5. Growth and Development	SPED 504, 505, PSYC 561
6. Language Development and Disorders	CS&D 519, 583
7. Reading	READ 500, 511
8. Interviewing and Counseling	COUN 550, 568, PSYC 593
9. Supervision/Administration	ELAD 510, 540, 543
10. Legal Issues	ELAD 521, LSLW 554

Each student's record will be audited by the Office of the Registrar after completing all of the 30 semester hour requirement. Students must complete the Application for Final Audit and submit it to the Office of the Registrar by the deadlines listed in the Graduate Catalog. If work has been satisfactorily completed, and all other requirements have been met, the student will be recommended for New Jersey state certification as a *Learning Disabilities Teacher-Consultant*.

The requirements for this endorsement, in addition to the completion of the prescribed academic program are:

1. A standard New Jersey instructional certificate.
2. Three years of successful teaching experience (MSU requires two letters of recommendation from a current or previous supervisor and a notarized statement verifying at least three years of full-time paid employment as a teacher.)
3. A master's degree in a related field from an accredited college or university.

EDUCATIONAL MEDIA PROGRAMS

Program Coordinator and Advisor: Dr. Vanessa Domine

The Educational Media program in the Department of Curriculum and Teaching provides instruction for professionals preparing to function as directors of school media centers and programs at district, secondary and elementary levels. The program helps professionals draw philosophical, practical and pedagogical connections across media, technology and learning in school curricula and other educational programs.

Courses in the Educational Media program are closely aligned with the real needs of K-12 teachers and educators in New Jersey. The curriculum promotes democratic practice, explores critical issues of access, race, gender, class and investigates the ways in which media and technology literacies impact best pedagogical practice at all levels. Courses in the program provide students with opportunities to develop knowledge and expertise in the innovative uses of various technologies, multimedia design, distance learning and the integration of technology into curriculum.

REQUIREMENTS FOR ASSOCIATE EDUCATIONAL MEDIA SPECIALIST CERTIFICATE

The Associate Educational Media Specialist certificate requires a bachelor's degree and a standard New Jersey teaching certificate. Potential candidates must submit applications to the Graduate School for initial screening. Approved applications will be forwarded to the Department of Curriculum and Teaching for review and evaluation. Full matriculation may be granted upon personal interview with the program advisor.

PROGRAM REQUIREMENTS

I.	Required Courses	15
	MEDI 401 Fundamentals of Cataloging and Classifying Educational Resources	3
	MEDI 402 Reference and Bibliography for School Resource Centers	3
	MEDI 403 Reading Materials for Children and Youth: Selection and Evaluation	3
	MEDI 500 Media, Technology, and Learning in the Curriculum	3
	MEDI 615 Supervised Field Experience for Educational Media Certification (may be waived)	3
II.	Elective Courses	6
	MEDI 520 Production of Materials for Media Technology	3
	MEDI 540 Television Production in Education	3
	MEDI 570 Developing Materials for Computer Technology in Training and Education	3

REQUIREMENTS FOR EDUCATIONAL MEDIA SPECIALIST CERTIFICATE

The advanced program provides certification (endorsement) as a Media Specialist for certified teachers who possess a master's degree in a related educational field, a standard New Jersey teaching certificate, and at least one year of successful teaching experience.

PROGRAM REQUIREMENTS

I.	Required Courses	30
	COUN 559 Dynamics of Group Process	3
	MEDI 401 Fundamentals of Cataloging and Classifying Educational Resources	3
	MEDI 402 Reference and Bibliography for School Resource Centers	3
	MEDI 403 Reading Materials for Children and Youth: Selection and Evaluation	3
	MEDI 500 Media, Technology, and Learning in the Curriculum	3
	MEDI 520 Production of Materials for Media Technology	3
	MEDI 540 Television Production in Education	3
	MEDI 550 Administration and Supervision of Media in Education	3
	MEDI 570 Developing Materials for Computer Technology in Training and Education	3
	MEDI 615 Supervised Field Experience for Educational Media Certification (may be waived)	3
II.	Elective Course	3
	MEDI 521 Design of Innovative Curriculum Resources	3
	MEDI 541 Television Programming in Education: Independent Study	3
	MEDI 610 Research and Development Seminar in Instructional Technology and Resources	3

CURRICULUM AND TEACHING

Course Descriptions

	Semester Hours
CURR 500 FIELDWORK IN EDUCATION	1 - 3
This field course will expose adult students to the theoretical underpinnings of social and learning behaviors of students in public schools and the professional behaviors of teachers in the context of classrooms. Coupled with theory will be actual experiences in appropriate settings designed to provide the adult students opportunities to reflect upon, to plan for, to interact with, and to evaluate the full range of teacher activities and students activities in classroom settings.	
<i>Prerequisite: Students must be admitted to either the post-B.A. certification or MAT programs and have filed a timely field experiences application with the Center of Pedagogy.</i>	

CURR 502 GRADUATE SEMINAR IN PROFESSIONAL EDUCATION 1

Open only to graduate student teachers; this course provides an opportunity to discuss problems encountered during their teaching assignment with peers and supervisors. As a collaborative group, practical solutions to problems are explored and steps toward implementation are proposed. Placements in field centers are arranged. Part of the professional semester for graduate students.

Prerequisite: CURR 500.

CURR 511 SUPERVISED GRADUATE STUDENT TEACHING 8

Student teaching in the New Jersey public schools is required of all students who are completing initial teaching certification programs. Part of the professional semester for graduate students.

Prerequisite: Special fee.

CURR 514 INSERVICE SUPERVISED GRADUATE STUDENT TEACHING I 4

Open only to post-baccalaureate and graduate students, this course replaces supervised student teaching for those already employed in teaching situations without standard certification. Joint supervision by the school district and University personnel. Student must obtain permission of department chairperson and the school district. Certain qualifications required.

Prerequisite: Departmental approval. Special fee.

CURR 515 INSERVICE SUPERVISED GRADUATE STUDENT TEACHING II 4

Continuation of Inservice Graduate Supervised Student Teaching I.

Prerequisite: Special fee.

Corequisite: CURR 514.

CURR 522 INNOVATIONS IN TEACHING 3

New media and strategies, novel teaching rules, individualized instructional programs, classroom group dynamics and experimental school organizations. Team teaching utilized where feasible. The student prepares an innovation proposal.

Prerequisite: Departmental approval.

CURR 523 EDUCATION IN THE INNER CITY 3

The urban school through the eyes of city youngsters, teachers and other educational personnel. Influences of social and economic forces: poverty, family patterns, ghetto mores, urban unrest, emergent minority leadership, school funding patterns, community agencies and school traditions. Evaluation of federal and other projects, innovative teaching and local action. Student prepares a proposal for improvement of an urban school situation.

CURR 528 TEACHING FOR LEARNING 3

Taken during the first three weeks before student teaching, this intensive course is specifically designed for graduate students to develop and refine the basic teaching skills indicated to be necessary components for productive learning outcomes. These skills areas include communication, motivation, classroom discipline, learning and cognitive development, media usage, multi-cultural education, curriculum assessment, and practical research. Part of the professional semester.

CURR 530 PRINCIPLES OF CURRICULUM DEVELOPMENT 3

Philosophic, social and economic forces in our society that have determined and will determine the pattern of curriculum in American education in the American public schools from K-12 grades. Accepted manner of designing such curricula and professional bodies and individuals who play leading roles in the process of curriculum design. Connection of community interest and power structures in society which are related to the professional decisions.

Prerequisite: Admitted to M.A.T., or M.Ed., or Post-Baccalaureate Certification program.

CURR 532 MIDDLE SCHOOL CURRICULUM AND ORGANIZATION 3

Emerging curriculum of the rapidly developing middle school. Organization of pupils, instruction, media and facilities. Recent social changes and educational innovations; practices in typical middle schools; developing instructional strategies.

Prerequisite: CURR 530.

CURR 534 STRATEGIES FOR CURRICULUM CHANGE 3

Principles and concepts from sociology, social psychology, educational administration and curriculum applied to education. Opportunity to develop change strategies for particular field settings.

Prerequisite: Admitted to M.A.T., or M.Ed., M.A. in Administration and Supervision, or Post-Baccalaureate Certification program or Supervisor Administrative Certification.

CURR 538 DISCIPLINE AND GROUP MANAGEMENT IN THE CLASSROOM 3

Course designed to enable teachers to more effectively manage classroom behavioral problems. Classroom management will be examined as distinct from and requisite for effective instruction. Several unified managerial approaches will be studied. Course will culminate with opportunities to practice the selection and application of specific managerial techniques to a range of simulated classroom situations.

CURR 546 EDUCATION OF THE GIFTED AND TALENTED 3

Course will focus on the components necessary for planning and implementing programs for gifted and talented students: definition and identification procedures, alternative organizational patterns, curriculum design, instructional strategies and materials, teacher selection and program evaluation.

CURR 550 MICROCOMPUTERS IN CURRICULUM AND CLASSROOM TEACHING 3

The course is designed to develop, in teachers, skills and knowledge which will help them use computers in their teaching. The skill areas are those involving word processing, data base management, and test construction. The knowledge areas include software evaluation and methods of computer based instruction-tutorials, drill and practice, simulations, games and tests.

CURR 551 PROBLEM SOLVING AND CRITICAL INQUIRY IN CURRICULUM DEVELOPMENT 3

This course provides an opportunity for participants to delve into the nature of problem solving and inquiry within a specific subject and apply this new knowledge to the development of a curricular product.

CURR 599 CURRICULAR AND SOCIAL DYNAMICS OF SCHOOLING 3

This course introduces students to the curriculum of the American School. The content of the curriculum, the organization of the curriculum and the pedagogical factors that influence it are examined. In addition, students examine the historical, political and philosophic factors that influence curriculum.

CURR 610 INDEPENDENT STUDY IN CURRICULUM AND TEACHING 1 - 3

An opportunity for practicing teachers to develop and implement curricula under the guidance of curriculum development specialists. Student should discuss proposal with a faculty sponsor in the department of Curriculum and Teaching and secure permission prior to registration. Especially appropriate for teachers involved in "T&E" planning.

Prerequisite: Departmental approval.

CURR 650 TRANSITIONAL SEMINAR 2

This course provides participants with an opportunity to integrate major content of Phase I and set goals for remainder of program.

Prerequisites: ELRS 503 and matriculation in M.Ed. program.

CURR 670 CULMINATING ACTIVITY 4

This is the final course of the M.Ed. program. Each teacher is responsible for implementing, at a field site, the activity he/she planned in Transitional Seminar II, and then evaluating and disseminating the results.

SPED 566 LANGUAGE-BASED LEARNING STRATEGIES FOR USE IN INCLUSIVE SETTINGS 3

This course presents an overall view of language development and language disorders as the basis for implementing instruction that attends to language-based learning difficulties. A major focus will be the development of instructional strategies that can be employed in inclusive classroom settings to promote learning across the curriculum. The use of metalinguistic and metacognitive strategies will be stressed.

Prerequisite: SPED 579.

SPED 567 INSTRUCTIONAL PLANNING FOR STUDENTS WITH DISABILITIES IN INCLUSIVE SETTINGS - I 3

This course is designed to provide educators of young children with planning skills necessary to provide effective instruction in inclusive classrooms (preschool to grade 3). Educators will learn how to use principles of developmentally appropriate practice and universal curriculum design to enhance the learning of children who exhibit competencies across a developmental range. The emphasis will be on practical techniques and strategies that can be used to provide quality instruction in inclusive settings.

Prerequisite: SPED 579.

SPED 568 INSTRUCTIONAL PLANNING FOR STUDENTS WITH DISABILITIES IN INCLUSIVE SETTINGS - II 3

This course is designed to enhance the ability of educators to provide effective instruction in inclusive classrooms in grades 4 to 12. Educators will learn how to link assessment data to curricular objectives and activities, to plan curriculum to meet the needs of students with disabilities, to group students for effective learning, to modify and adapt instruction for these students, and to enhance the social acceptance of students with special needs. The emphasis will be on practical techniques and strategies that can be applied in an inclusive setting.

Prerequisite: SPED 579.

SPED 579 SPECIAL EDUCATION FOR STUDENTS WITH DISABILITIES 3

An overview of instruction for students with special needs; characteristics of special populations, federal and state legislation, educational implications of disabling conditions, principles for instruction and planning for inclusion are presented; community resources and special issues related to the education of students with disabilities are discussed.

SPED 580 NATURE AND IDENTIFICATION OF LEARNING PROBLEMS 3

Conceptual models of learning disabilities, the evaluation process for identifying learning difficulties are presented; demonstrations of standardized and functional evaluation procedures are provided; basic training in analyzing results of evaluations and formulating individualized education plans are stressed.

Prerequisite: SPED 579.

SPED 581 EVALUATION AND PLANNING FOR STUDENTS WITH LEARNING PROBLEMS 3

Continuation of CS&D 580 providing advanced training in the identification of and planning for students with learning problems; models for the formulation of assessment plans, administration and analysis of diagnostic batteries, special issues in evaluation, the use of evaluation data to make decisions regarding eligibility and instructional planning are presented; case study methods are used to simulate Child Study Team practice.

Prerequisite: SPED 580.

SPED 582 BASIC INSTRUCTIONAL TECHNIQUES FOR STUDENTS WITH LEARNING PROBLEMS 3

Techniques for planning instruction for students with special needs; specialized methods of instruction in reading, writing, arithmetic, speaking, listening, and social skills that can be utilized in regular and special education settings are presented.

Prerequisites: SPED 580.

SPED 587 ADVANCED INSTRUCTIONAL TECHNIQUES FOR STUDENTS WITH LEARNING PROBLEMS 3

The Learning Strategies Model for assisting students with learning problems to become independent will be used as framework; techniques for inclusion in regular educational settings, collaboration, strategies for planning instruction to meet diverse needs of students with mild disabilities, and special issues related to instruction will be presented.

Prerequisites: SPED 581 and SPED 582.

SPED 588 MANAGING STUDENT BEHAVIOR IN INCLUSIVE SETTINGS 3

This course is designed to provide students with theory and practice about the management of student behavior within classroom settings. This course will focus on behavior and the environmental factors that influence its expression. Emphasis will be placed on the functional analysis of behavior and how to change negative classroom behavior. Principles of data collection, schedules of reinforcement, monitoring of progress, and the promotion of positive behavior plans will be presented.

SPED 589 RESEARCH IN LEARNING DISABILITIES 3

Significant problems in the field of learning disabilities are investigated, and published research projects evaluated. Critical analysis and experimental design are emphasized.

Prerequisite: Departmental approval.

SPED 590 PRACTICUM: LEARNING DISABILITIES TEACHER-CONSULTANT 3

Supervised practice of the Child Study Team process in assessment and planning; administration of evaluation procedures and analysis of results; decision-making regarding eligibility and instructional planning, consultation and collaboration as a member of a Child Study Team will be emphasized.

Prerequisite: Departmental approval.

SPED 594 INDEPENDENT STUDY 1 - 3

Students select an area of special education and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation.

Prerequisite: Departmental approval.

SPED 595 MEDICAL AND PHYSICAL BASES OF DISABILITIES 3

Critical dimensions of the neurological and biological growth in the context of developmental disabilities are discussed. The relevance of the pediatric and neurological examinations for understanding disabilities is provided. The medical treatment of disabilities is presented.

SPED 596 ADVANCED PRACTICUM: LEARNING DISABILITIES TEACHER-CONSULTANT 3

Continuation of SPED 590; students will enroll in SPED 596 to fulfill the 150 hour time requirement and the meeting of competency standards to practice as a Learning Disabilities Teacher-Consultant begun in SPED 590.

Prerequisite: Departmental approval.

SPED 597 PRACTICUM AND SEMINAR IN TEACHING STUDENTS WITH DISABILITIES 3

The course provides students with direct experiences in teaching children and adolescents with special education needs in a controlled internship program. Students learn to analyze and carry out individualized education programs developed by child study teams that will help children and adolescents with learning difficulties be successful in regular and special education settings. The emphasis is on instruction of children and adolescents with mild to moderate disabilities. In addition to 90 hours of direct instruction of children and adolescents with special needs in an approved placement, each practicum student must participate in class seminars, conferences, and planning sessions.

Prerequisite: Departmental approval.

SPED 668 CONSULTATION METHODS IN PSYCHOEDUCATIONAL SETTINGS 3

This course is designed to provide students with theory and practice about the consultation process. The course will identify a collaborative, problem-solving model of consultation in psychoeducational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students will locate consultation cases and function under direct supervision and monitoring. Cross listed with Psychology, PSYC 668.

EDUCATIONAL MEDIA

Course Descriptions

	Semester Hours
MEDI 401 FUNDAMENTALS OF CATALOGING AND CLASSIFYING EDUCATIONAL RESOURCES	3
Covers principles involved in cataloging and classification of print and non-print materials according to established classification schemes. Extensive practice through laboratory experience provided.	
MEDI 402 REFERENCE AND BIBLIOGRAPHY FOR SCHOOL RESOURCE CENTERS	3
An examination and analysis of basic reference materials with emphasis on those most useful in library resource centers. Encyclopedia, dictionaries, geographical and statistical sources as well as bibliographies are included.	
MEDI 403 READING MATERIALS FOR CHILDREN AND YOUTH: SELECTION AND EVALUATION	3
A study and evaluation of library materials provided by the modern school media center to meet the needs of youth. Extensive critical reading of books for children and young adults is required. Principles of book selection are emphasized and experience in the use of selection tools is provided. The point of view relates the library collection to the total school program.	
MEDI 500 MEDIA, TECHNOLOGY, AND LEARNING IN THE CURRICULUM	3
The organizing and integrating of media in school curricula and other educational programs. Identifying instructional purposes and defining roles for technology and media in learning and teaching. Examining and comparing curriculum designs for their concordance with the procedures of technology in education. Selection and evaluation of materials.	
MEDI 520 PRODUCTION OF MATERIALS FOR MEDIA TECHNOLOGY	3
For developing advanced proficiency in preparing audio, photographic, and graphic materials. Especially for persons charged with materials preparation in media centers. Laboratory instruction.	

MEDI 521 DESIGN OF INNOVATIVE CURRICULUM RESOURCES 3

Emphasis on systems design, software, program development, creative development of media for special learning situations, basic design of programmed instruction and multi-media techniques.

Prerequisite: MEDI 520.

MEDI 540 TELEVISION PRODUCTION IN EDUCATION 3

Combination lecture, laboratory and seminar experiences in television, elements of television set design, functions of floor director, control room operations and basic television directing.

MEDI 541 TELEVISION PROGRAMMING IN EDUCATION: INDEPENDENT STUDY 3

Combination lecture, laboratory and seminar in programming, conceptual creativity, pre-planning, execution of ideas and evaluation of presentations. Selection and design of hardware.

Prerequisite: Departmental approval.

MEDI 550 ADMINISTRATION AND SUPERVISION OF MEDIA IN EDUCATION 3

Provides training for management of integrated instructional resources programs. Emphasis is on the practical day-to-day problems of control, production, acquisition, utilization, finance, staffing, organization and evaluation for the provision of media and technology in educational enterprises. Additional attention is given to community relationships and special services.

MEDI 570 DEVELOPING MATERIALS FOR COMPUTER TECHNOLOGY IN TRAINING AND EDUCATION 3

Design, organization and presentation of subject matter in computer based instruction. Emphasizes user-friendly modes. Includes media insertion, storyboarding, flow design, pseudocoding, and pedagogical control. Investigates authoring systems and languages. Does not include programming training.

MEDI 610 RESEARCH AND DEVELOPMENT SEMINAR IN INSTRUCTIONAL TECHNOLOGY AND RESOURCES 3

A seminar on application of research findings to the design and utilization of instructional media and resources. Emphasis is on the extraction of practical utilization based upon research findings.

MEDI 615 SUPERVISED FIELD EXPERIENCE FOR EDUCATIONAL MEDIA CERTIFICATION 3

Students are assigned work within an educational media center, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the university supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the media specialist. A written report on the activity will be approved by the administrator and presented to the university supervisor, who will evaluate the total experience.

EARLY CHILDHOOD, ELEMENTARY, AND LITERACY EDUCATION DEPARTMENT

Chairperson: Dr. Nancy Lauter

The Department of Early Childhood, Elementary, and Literacy Education is committed to preparing individuals who can improve the lives of children, youth, and adults by implementing effective care, education, and literacy programs. In order to meet this challenge, our students build a strong knowledge base through inquiry and action research, develop skills and dispositions as reflective and caring practitioners, support and enhance systems that demonstrably include and respect all children youth, adults, and their families; and provide professional leadership on local, state, and national levels. The department's work reflects its commitment to the "Portrait of a Teacher" (see Curriculum and Teaching), social justice, and diversity.

All of our programs embed the following characteristics:

- a common, clear vision of good teaching that is apparent in all course work;
- clinical experiences aligned to well-defined standards of practice and performance;
- strong relationships, common knowledge, and shared beliefs among school/community-based and university faculty who work together to provide substantial clinical experiences using a cohort model;
- emphasis on social justice and the principles of democracy to ensure the optimal achievement of all students;
- opportunities to explore and participate in various education models; and
- courses developed and scheduled to meet the unique needs of adult learners.

MASTER OF EDUCATION DEGREE (M.ED.), CONCENTRATION IN EARLY CHILDHOOD SPECIAL EDUCATION

Program Coordinator: Dr. Nancy Lauter

The Master of Education degree in Early Childhood Special Education offered through the Department of Early Childhood, Elementary, and Literacy Education, College of Education and Human Services, has been approved as meeting the Council for Exceptional Children/National Council for the Accreditation of Teacher Education Specialty Guidelines for special education.

ADMISSION REQUIREMENTS*

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate, such as "teacher of the handicapped."

**Note: Admissions and certification requirements are subject to change. Consult with departmental advisor.*

MASTER OF EDUCATION DEGREE (M.ED.) IN EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM REQUIREMENTS

			Semester Hours
I.	Basic courses		9
	ECSE 504	Typical and Atypical Development: Birth to Three Years	3
	ECSE 505	Typical and Atypical Development: Three to Five Years	3
	ECSE 520	Research in Early Childhood Special Education	3
II.	Core Courses		9
	ECSE 519	Language Development in Preschool Children with Disabilities	3
	SPED 579	Special Education for Students with Disabilities	3
	SPED 595	Medical and Physical Bases of Disabilities	3
	(Other courses may be substituted based on advisement.)		
III.	Specialization Courses		21
	ECSE 506	Assessment of Pre-School Children with Disabilities I	3
	ECSE 507	Assessment of Pre-School Children with Disabilities II	3
	ECSE 508	Assisting Families with Children with Disabilities	3
	ECSE 509	Implementing Programs for Young Children with Disabilities	3
	ECSE 510	Field Experience: Early Childhood Special Education	3
	ECSE 518	Neuromotor Development of the Young Child	3
	SPED 668	Consultation Methods	3
Total: minimum of 39 s.h.			

MASTER OF ARTS IN TEACHING (MAT)

*Program Coordinators: Dr. Nancy Lauter
Dr. Sumi Hagiwara*

Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (M.A.T.) and a teaching certificate simultaneously. Upon successful completion of the program, the student will be recommended to the New Jersey Department of Education for a teaching certificate. Students interested in teaching elsewhere should seek information from the appropriate state authorities; requirements are generally similar.

Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed undergraduate or post-baccalaureate teacher certification programs must successfully complete an induction program of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey teaching certificate. Exempted from this requirement are persons who already possess a New Jersey standard certificate and are seeking an additional New Jersey certificate. Persons recommended by the university for certification, who have passed the appropriate Praxis examination, will receive a Certificate of Eligibility With Advanced Standing which authorizes the holder to seek and accept offers of employment in New Jersey schools and in other states.

Note: Certification requirements are subject to change (see Teacher Education Programs in this catalog).

ADMISSION REQUIREMENTS

Candidates for admission to the MAT program must file an Application for Admission to the Graduate School, including all supporting materials by February 15 to be considered for Summer/Fall admission or by September 15 for Spring admission. An undergraduate grade point average (GPA) of at least 2.75 overall, is required, along with qualifying scores on the general Graduate Record Exam. In addition to transcripts and GRE scores, two recommendations from school or college faculty, or administrators, must be submitted. It is expected that students will be able to demonstrate proficiency in the use of the English language. Candidates must also submit evidence of substantial and meaningful experience with groups of children over time or equivalent.

After the deadline, candidates will be notified about the next step in the application process, which may include interviews (with a departmental faculty advisor and/or admission committee) and writing samples.

Students who are accepted to the MAT program will be assigned to a faculty advisor whom students should consult each semester. Since students' backgrounds differ, they should not take courses without advisement.

General questions about the MAT program should be directed to Linda Gonzalez, Director, Teacher Education Admission, (973) 655-4139.

MASTER OF ARTS IN TEACHING (MAT)- EARLY CHILDHOOD EDUCATION CONCENTRATION (TEACHER OF PRE-SCHOOL THROUGH GRADE 3 CERTIFICATION) DEGREE REQUIREMENTS

Prerequisites: Successful completion of a baccalaureate degree from an accredited institution, including a minimum of 60 liberal arts credits. One course in general psychology or equivalent - undergraduate or graduate level. Two semesters of child development or equivalent at the undergraduate or graduate level; admission to the Teacher Education Program.

Semester Hours

- I. Course work in Professional Education required for certification (15 s.h.):
- | | | | |
|---------------------------|-----|--|---|
| ECEL | 501 | Models of Early Childhood and Elementary Education | 3 |
| 10 hours field experience | | | |
| ECEL | 518 | Families, Communities, and Schools:
Diversity, Culture, Democracy | |
| OR | | | |
| ECSE | 508 | Assisting Families with Children with Disabilities | 3 |
| READ | 500 | Nature of Reading | 3 |
| ECSE | 519 | Language Development of Preschool Children with Disabilities | |
| OR | | | |
| READ | 410 | Children's Literature for a Multicultural Society | 3 |
| ELRS | 503 | Methods of Research | 3 |
- II. Professional Sequence (12-13 s.h.):
- | | | | |
|------|-----|--|---|
| ECEL | 528 | Early Childhood Development and Learning | 3 |
|------|-----|--|---|

ECEL	510	Clinical Experience I in Inclusive Early Childhood and Elementary Settings	2
ECEL	511	Clinical Experience II in Inclusive Early Childhood and Elementary Settings	5
OR			
CURR	514	In-Service Supervised Graduate Teaching I	4
CURR	515	In-Service Supervised Graduate Teaching II	4
<i>(CURR 514/515 replaces ECEL 510/511 for those in full-time teaching positions.)</i>			
ECEL	502	Seminar I: Inclusive Early Childhood and Elementary Classrooms	1
ECEL	504	Seminar II: Inclusive Early Childhood and Elementary Classrooms	1
III. Content/Methods (9 s.h.)			
MATH	577	Mathematics Education in the Elementary School	3
ECEL	516	Social Studies and the Arts: Understanding Democracy in Elementary Classrooms	3
ECEL	517	Integrating Science and Technology in Early Childhood and Elementary Classrooms	3
			Total Semester Hours Required: 36-37

MASTER OF ARTS IN TEACHING - ELEMENTARY EDUCATION CONCENTRATION (ELEMENTARY SCHOOL TEACHER CERTIFICATION) DEGREE REQUIREMENTS

Prerequisites: Successful completion of a baccalaureate degree from an accredited institution, including a minimum of 60 liberal arts credits. One course in general psychology or equivalent - undergraduate or graduate level. Two semesters of child development or equivalent at the undergraduate or graduate level; admission to the Teacher Education Program.

I. Core Courses (15 s.h.):

ECEL	501	Models of Early Childhood and Elementary Education	3
			10 hours field experience
ECEL	518	Families, Communities, and Schools: Diversity, Culture, Democracy	
OR			
ECSE	508	Assisting Families with Children with Disabilities	3
ELRS	503	Methods of Research	3
Literacy courses: (2 reading/writing courses required)			
READ	500	Nature of Reading	3
			One of the following:
READ	503	Literature for Adolescents	
READ	507	Understanding Reading Comprehension	
READ	410	Children's Literature for a Multicultural Society	

II. Professional Sequence (12-13 s.h.):

ECEL	522	Curriculum Development and Assessment in Diverse Elementary Classrooms	3
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ECEL	510	Clinical Experience I in Inclusive Early Childhood and Elementary Settings	2
ECEL	511	Clinical Experience II in Inclusive Early Childhood and Elementary Settings	5
OR			
CURR	514	In-Service Supervised Graduate Teaching I	4
CURR	515	In-Service Supervised Graduate Teaching II	4
<i>(CURR 514/515 replaces ECEL 510/511 for those in full-time teaching positions.)</i>			
ECEL	502	Seminar I: Inclusive Early Childhood and Elementary Classrooms	1
ECEL	504	Seminar II: Inclusive Early Childhood and Elementary Classrooms	1
III. Content/Methods (9 s.h.)			
MATH	577	Mathematics Education in the Elementary School	3
ECEL	516	Social Studies and the Arts: Understanding Democracy in Elementary Classrooms	3
ECEL	517	Integrating Science and Technology in Early Childhood and Elementary Classrooms	3
			Total Semester Hours Required: 36-37

POST BACCALAUREATE INITIAL TEACHER OF PRE-SCHOOL THROUGH GRADE 3 CERTIFICATION

Prerequisites: It is expected that student in the program will be able to demonstrate proficiency in the use of the English language. In addition, their academic backgrounds should include a course in general psychology, two semesters of Child Development, and at least 60 semester hours of general education distributed among the arts, humanities, mathematics, science, technology and the social sciences. Those students who have not had a course in human biology or health must successfully complete an examination in physiology and hygiene.

I. Core Courses (9 s.h.):

ECEL	501	Models of Early Childhood and Elementary Education	3
			10 hours field experience
ECEL	518	Families, Communities, and Schools: Diversity, Culture, Democracy	3
READ	500	Nature of Reading	3

II. Professional Sequence (12-13 s.h.):

ECEL	528	Early Childhood Development and Learning	3
ECEL	510	Clinical Experience I in Inclusive Early Childhood and Elementary Settings	2
ECEL	511	Clinical Experience II in Inclusive Early Childhood and Elementary Settings	5

OR

CURR	514	In-Service Supervised Graduate Teaching I	4
CURR	515	In-Service Supervised Graduate Teaching II	4

(CURR 514/515 replaces ECEL 510/511 for those in full-time teaching positions.)

ECEL 502	Seminar I: Inclusive Early Childhood and Elementary Classrooms	1
ECEL 504	Seminar II: Inclusive Early Childhood and Elementary Classrooms	1
III.	Content/Methods (Select one course, 3 semester hours)	
MATH 577	Mathematics Education in the Elementary School	3
ECEL 516	Social Studies and the Arts: Understanding Democracy in Elementary Classrooms	3
ECEL 517	Integrating Science and Technology in Early Childhood and Elementary Classrooms	3
Total Semester Hours Required:		24-25

POST BACCALAUREATE INITIAL ELEMENTARY SCHOOL TEACHER CERTIFICATION

Prerequisites: It is expected that student in the program will be able to demonstrate proficiency in the use of the English language. In addition, their academic backgrounds should include a course in general psychology, two semesters of Child Development, and at least 60 semester hours of general education distributed among the arts, humanities, mathematics, science, technology and the social sciences. Those students who have not had a course in human biology or health must successfully complete an examination in physiology and hygiene.

I.	Core Courses (9 s.h.):	
ECEL 501	Models of Early Childhood and Elementary Education	3
	10 hours field experience	
ECEL 518	Families, Communities, and Schools: Diversity, Culture, Democracy	3
READ 500	Nature of Reading	3
II.	Professional Sequence (12-13 s.h.):	
ECEL 522	Curriculum Development and Assessment in Diverse Elementary Classrooms	3
ECEL 510	Clinical Experience I in Inclusive Early Childhood and Elementary Settings	2
ECEL 511	Clinical Experience II in Inclusive Early Childhood and Elementary Settings	5
	OR	
CURR 514	In-Service Supervised Graduate Teaching I	4
CURR 515	In-Service Supervised Graduate Teaching II	4
	<i>(CURR 514/515 replaces ECEL 510/511 for those in full-time teaching positions.)</i>	
ECEL 502	Seminar I: Inclusive Early Childhood and Elementary Classrooms	1
ECEL 504	Seminar II: Inclusive Early Childhood and Elementary Classrooms	1

III.	Content/Method (Select one course, 3 semester hours)	
MATH 577	Mathematics Education in the Elementary School	3
ECEL 516	Social Studies and the Arts: Understanding Democracy in Elementary Classrooms	3
ECEL 517	Integrating Science and Technology in Early Childhood and Elementary Classrooms	3
		Total Semester Hours Required: 24-25

EARLY CHILDHOOD, ELEMENTARY AND LITERACY EDUCATION

Course Descriptions

	Semester Hours
ECEL 501 MODELS OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION	3
Examines the historical, social, political, and philosophical trends and ideologies that impact the care and education of children. Emphasis will be placed on how models have changed over time to respond to the evolving need and dispositions of our society with regard to brain research, inclusion practice, etc.	
ECEL 502 SEMINAR I: INCLUSIVE EARLY CHILDHOOD AND ELEMENTARY CLASSROOMS	1
Accompanies ECEL 510 Clinical Experience I in Inclusive Early Childhood and Elementary Settings and offers students a forum for discussion, reflection, and critical thinking with regard to clinical work in inclusive elementary classrooms. <i>Prerequisite: Admission to M.A.T. in Early Childhood or Elementary Education or Post-Baccalaureate Certificate Program in Early Childhood or Elementary Education.</i> <i>Corequisite: ECEL 510.</i>	
ECEL 504 SEMINAR II: INCLUSIVE EARLY CHILDHOOD AND ELEMENTARY CLASSROOMS	1
Provides students with a forum to discuss the role of the teacher as teacher candidates take on full-time classroom responsibilities. Discussions focus on identifying and involving oneself in the professional field of early childhood/elementary/middle school education, upholding and advocating for ethical standards, engaging in continuous and collaborative learning, and taking a critical stance to inform practice. Teacher candidates demonstrate that they can make and justify decisions based on their knowledge of central issues such as developmentally appropriate practice, culturally responsive learning and teaching, and the context of children's lives. <i>Corequisite: ECEL 511.</i>	

ECEL 510 CLINICAL EXPERIENCE I IN INCLUSIVE EARLY CHILDHOOD AND ELEMENTARY SETTINGS 2

Provides clinical experiences in an early childhood or elementary setting to foster the skills and dispositions necessary to become effective and nurturing teachers. Students provide learning opportunities that support children's intellectual, social, and emotional development; design environments that support culturally responsive teaching; and plan and assess high quality curriculum. Students develop skills as reflective and questioning practitioners, promote democratic values and communication in the classroom, and build relationships with school colleagues, families, and agencies in the larger community.

Prerequisite: Admission to M.A.T. in Early Childhood or Elementary Education or Post-Baccalaureate Program in Early Childhood or Elementary Education.

Corequisite: ECEL 502.

ECEL 511 CLINICAL EXPERIENCE II IN INCLUSIVE EARLY CHILDHOOD AND ELEMENTARY SETTINGS 5

Students demonstrate their knowledge of child development and the significant role of families and communities with regard to children's learning by planning and implementing developmentally appropriate and culturally responsive curriculum in an inclusive early childhood/elementary classroom. Focusing on the diverse needs of individual children, students develop, implement, and assess an integrated curriculum unit that incorporates the Core Curriculum Content Standards and emphasizes literacy across the curriculum. As reflective practitioners, students utilize multiple strategies to assess children's learning, classroom climate, and effective classroom management. Students are responsible for the full range of teacher activities in the classroom and are expected to seek out the resources of parents, administrators, and school colleagues. Students are required to assemble an exhibition portfolio and participate in a mock interview in order to demonstrate their strengths as a teacher.

Prerequisite: ECEL 510.

Corequisite: ECEL 504.

ECEL 516 SOCIAL STUDIES AND THE ARTS: UNDERSTANDING DEMOCRACY IN ELEMENTARY CLASSROOMS 3

Introduces students to critical pedagogy through the process, skills, and inquiry of social studies and the arts. The content focus of the course will be diverse communities, weaving together history, geography, social studies (anthropology, economics, archeology, etc.) and the visual and performing arts. Special emphasis will be placed on developing a critical perspective on social studies and the arts, exploring arts media and fostering dialogue focused on creativity, literacy strategies, and culturally responsive teaching and learning.

ECEL 517 INTEGRATING SCIENCE AND TECHNOLOGY IN 3
EARLY CHILDHOOD AND ELEMENTARY CLASSROOMS

Explores the nature of science as a discipline and examines how to integrate science, math and technology into the classroom curriculum. Students will learn strategies to engage children in active explorations aligned with the NJ Science, Math and Technology Standards. Students will recognize the integration of science and math content as vehicles for critical thinking, and children's engagement in the wonder and study of the natural and physical (human-made) world. Students will experience hands-on, minds-on science activities supported by technology and will examine successful management techniques and science safety codes. Students will gain confidence and skills in the scientific concepts and principles that unite the science disciplines: systems, order and organization; evidence, models, and explanation; change, constancy, and measurement; evolution and equilibrium; and form and function.

ECEL 518 FAMILIES, COMMUNITIES, AND SCHOOLS: 3
DIVERSITY, CULTURE AND DEMOCRACY

Provides students with an understanding of how social and cultural influences shape children's development and learning. The relationships among teacher, parent, child, and community as they affect learning will be explored. Methods for developing school/family partnerships will be discussed. Students will learn to take into account issues of child diversity and culturally responsive teaching as they create learning experiences. Cross listed with Human Ecology, HEFM 518.

ECEL 522 CURRICULUM DEVELOPMENT AND ASSESSMENT IN 3
DIVERSE ELEMENTARY CLASSROOMS

Provides students with the opportunities to explore and experience research-based learning theories, teaching practices, curriculum, classroom management models, instructional strategies, and assessment used in upper elementary/middle level classrooms. Students will apply a framework of culturally responsive teaching and learning to curriculum development and building classroom community. Critical reviews of research, case study methods, planning and implementation of an integrated curriculum unit, and reflection on one's teaching beliefs will be investigated through journal writing, classroom observations, curricular development, assessment techniques, and group discussion.

Prerequisite: Admission to M.A.T. in Early Childhood or Elementary Education or Post-Baccalaureate Certificate Program in Early Childhood or Elementary Education.

ECEL 528 EARLY CHILDHOOD DEVELOPMENT AND LEARNING 3

Provides students with strategies to assess professional goals, develop authentic assessment practices, and respond to the cultural, linguistic, and learning needs of individual children. Development, implementation, and assessment of an integrated unit that defines essential questions, aligns with state standards, and adapts lessons for children with special needs is required.

Corequisites: ECEL 511 or 514 and ECEL 502.

ECEL 565 INDEPENDENT STUDY IN EARLY CHILDHOOD 1-3
AND ELEMENTARY EDUCATION

Offers opportunities to explore areas in Early Childhood and Elementary education that are not covered in the normal course offerings.

Prerequisite: Departmental approval.

ECEL 575 SELECTED TOPICS IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION 1-3

Presents a topic or issue in the field that is not currently covered in existing courses. Students will gain specific knowledge and skills with regard to a well defined area of expertise.

ECSE 504 TYPICAL AND ATYPICAL DEVELOPMENT : 3
BIRTH TO THREE YEARS

Familiarizes students with the developmental stages of infants and toddlers. Particular emphasis will be placed on sensorimotor stage theory, development of the capacity for symbolic representations, and the acquisition of language. Application of developmental theory to children with disabilities will be discussed.

ECSE 505 TYPICAL AND ATYPICAL DEVELOPMENT : 3
THREE TO FIVE YEARS

Familiarizes students with the developmental tasks usually accomplished in the preschool years. Particular emphasis will be placed on the development of dialogue, the use of language in concept development, and the development of social, memory, perceptual, and play skills. Application of developmental theory to children with disabilities will be discussed.

Prerequisite: ECSE 504.

ECSE 506 ASSESSMENT OF PRESCHOOL 3
CHILDREN WITH DISABILITIES I

Examines screening for and assessment of children with disabilities from birth to age five. Techniques and instruments commonly used, administration and interpretation of results, and the use of data to write effective educational programs and instructional guides are presented.

ECSE 507 ASSESSMENT OF PRESCHOOL 3
CHILDREN WITH DISABILITIES II

Provides in-depth analysis of selected assessment devices introduced in ECSE 506. A variety of instruments designed for use with infants and preschoolers will be evaluated and employed.

Prerequisite: ECSE 506.

ECSE 508 ASSISTING FAMILIES WITH CHILDREN 3
WITH DISABILITIES

Examines techniques to help educators assist families with children with disabilities. Sensitivity to the problems of parenting, emotional and legal issues, and the development of the skills necessary for parents to set goals and facilitate the education of young children with disabilities are addressed.

ECSE 509 IMPLEMENTING PROGRAMS FOR YOUNG 3
CHILDREN WITH DISABILITIES

Applies principles of learning and instruction to developing programs for young children with disabilities. Adapting major curricula and implementing individualized educational plans will be stressed.

Prerequisite: ECSE 506.

- ECSE 510 FIELD EXPERIENCE: EARLY CHILDHOOD SPECIAL EDUCATION 3**
Offers supervised experience in diverse field settings with both typical and atypical pre-school children; seventy-five (75) clock hours of fieldwork are required.
Prerequisite: Departmental approval.
- ECSE 518 NEUROMOTOR DEVELOPMENT OF THE YOUNG CHILD 3**
Studies typical and atypical patterns of neuromotor organization and development, including general principles of stability, mobility, and the equilibrium as they influence postural stability. Implications for the educator of young children with disabilities will be stressed.
- ECSE 519 LANGUAGE DEVELOPMENT OF PRESCHOOL CHILDREN WITH DISABILITIES 3**
Studies typical and atypical patterns of language development in the child from the pre-verbal period of infancy to the age of five.
- ECSE 520 RESEARCH IN EARLY CHILDHOOD SPECIAL EDUCATION 3**
Examines research designs, statistical analysis and methods for writing a research paper. Significant problems in the field of early childhood special education are investigated and discussed. Published research projects are evaluated.

EDUCATIONAL FOUNDATIONS

Chairperson: Dr. Mark Weinstein

The Department of Educational Foundations has the dual responsibility of serving established educational programs while developing new approaches toward their improvement through philosophical, psychological, sociological, historical and comparative studies, as well as through educational theory and research. In keeping with these professional responsibilities, the department offers a specialization in Philosophy for Children in the Ed.D. in Pedagogy, M.Ed. concentrations in Critical Thinking and Philosophy for Children, a graduate certificate in Philosophy for Children, as well as the foundation courses in educational philosophy, educational sociology (including issues of gender, race and class), research measurement, and evaluation methodology for the preparation and professional development of teachers and other educators.

MASTER OF EDUCATION DEGREE, CONCENTRATION IN CRITICAL THINKING

Graduate Advisor: Dr. Mark Weinstein

The Master of Education (M.Ed.), concentration in Critical Thinking is housed in the Department of Educational Foundations, College of Education and Human Services at Montclair State University, under the leadership of the Dean. The concept of critical thinking is used as a focal point for an analysis of schooling in America, the relationship between the schools and the broader social system, and the theoretical basis for pedagogical decisions. Recognizing the importance of improving classroom practice of teachers enrolled in the program, strong emphasis is placed on understanding the theoretical underpinnings of critical thinking from a philosophical, historical, social, and political perspective, and a consideration of the implications for classroom practice. Improvements in classroom practice of teachers enrolled in the program are developed from these implications.

GOALS

- a. To develop an understanding of the philosophical, historical, social, and political origins of the concept of teaching for critical thinking and the implications for current school practice.
- b. To develop an understanding of the basic concepts and ideals that underlie critical thinking as a school goal.
- c. To develop an understanding of research and evaluation especially as they relate to the improvement of teaching.
- d. To strengthen teachers' existing curricular planning and pedagogical strategies so that critical thinking objectives can be achieved.
- e. To develop the ability to engage in a critical analysis of educational issues and the professional knowledge base of teachers.

ADMISSION AND MATRICULATION

Admission to the M.Ed. program is limited to certified teachers. Applicants must demonstrate required Miller Analogies Test scores and a basic undergraduate GPA of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate that they are capable of completing the program. An applicant who wishes to enroll in courses in the program prior to matriculation may be permitted to register for six credits by presenting proof of an undergraduate degree or teaching certification.

Graduation requirements are the completion of 39-48 semester hours as outlined, including a culminating activity.

REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE, CONCENTRATION IN CRITICAL THINKING

	Semester Hours
I. Core M.Ed. Courses	18
COUN 559 Dynamics of Group Processes	3
CURR 530 Principles of Curriculum Development	3
CURR 534 Strategies for Curriculum Change	3
EDFD 520 Development of Educational Thought	3
EDFD 540 Social Forces and Education	3
ELRS 503 Methods of Research	3
II. Concentration Required Courses	9
EDFD 548 Crucial Issues in American Education	3
EDFD 550 Critical Thinking and Learning	3
EDFD 670 Culminating Activity Project in Critical Thinking	3
III. Specialization Courses, selected from such courses as:	9
CURR 635 Research Seminar in Curriculum Construction	3
EDFD 551 Critical Thinking and Moral Education	3
EDFD 552 Critical Thinking and Contemporary Educational Issues	3
READ 507 Understanding Reading Comprehension	3
READ 508 Critical Thinking and Literacy	3
READ 600 Workshop in Contemporary Issues in Reading	1-3
IV. Content Field Courses:	3-9
In addition, students must complete 3-9 semester hours, as determined by an advisor, in content field(s), e.g., science, English, history, foreign language, etc. Courses are to be selected in consultation with the advisor.	
Total Semester Hours for M.Ed. with the concentration in Critical Thinking	39-48

MASTER OF EDUCATION DEGREE, CONCENTRATION IN PHILOSOPHY FOR CHILDREN

*Director of the Institute for the Advancement
of Philosophy for Children (IAPC): Dr. Maughn Gregory
Graduate Advisor: Dr. Megan Laverty*

Philosophy for Children is an internationally recognized program which focuses on cultivating dialogue, inquiry and good judgment in children and adolescents. The degree of Master of Education with a concentration in Philosophy for Children is designed for classroom teachers, college professors, teacher educators, interested graduates and children's authors interested in helping young people become better thinkers. This program of study invites candidates to construct their own community of inquiry focusing on key issues relating to democratic pedagogy, curriculum, and cognitive, affective, social and ethical development.

Full-time students attend four semesters, the first and last of which are two-week residential sessions held off campus in a community setting. Part-time students wishing to enroll over a longer period of time are also welcome to apply. In addition to a range of theoretical subjects, students have the opportunity to acquire actual classroom experience doing philosophy with children and analyzing their experience under the supervision of the faculty in the Institute for the Advancement of Philosophy for Children.

Montclair State University has been the international home of Philosophy for Children since the inauguration of the Institute for the Advancement of Philosophy for Children (IAPC) thirty years ago. IAPC faculty have international reputations in philosophy for children and the teaching of thinking, and are at the forefront of teaching and research in these areas. Since 1974, students and scholars from all over the world have made their way to Montclair to study together, under the guidance and direction of this outstanding faculty.

Admission Requirements

Students should have an undergraduate degree with an overall average of 3.00, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

Examinations

All candidates for the degree must pass the IAPC comprehensive examination. Application for this examination must be made in writing to the Office of the Graduate School by March 1st of the year in which the examination is to be taken.

REQUIREMENTS FOR THE MASTER OF EDUCATION
 DEGREE, CONCENTRATION IN
 PHILOSOPHY FOR CHILDREN

			Semester Hours
Summer (two week, off-campus residential session)			
	PHLC	508	Teaching Philosophical Reasoning I 2
	PHLC	509	Teaching Philosophical Reasoning II 2
Fall			
	CURR	530	Principles of Curriculum Development 3
	CURR	534	Strategies for Curriculum Change 3
	EDFD	520	Development of Educational Thought 3
	PHLC	511	Teaching Philosophical Reasoning III 3
	PHLC	512	Value Inquiry 3
Spring			
	COUN	559	Dynamics of Group Process 3
	EDFD	550	Critical Thinking and Learning 3
	ELRS	503	Methods of Research 3
	PHIL	426	Seminar in Philosophy 3
	PHLC	513	Social Inquiry 3
Summer (two week, off-campus residential session)			
	PHLC	614	Scientific Reasoning 2
	PHLC	615	Foundations of Philosophy for Children 2

COMPREHENSIVE EXAMINATION

Total semester hours: 38

EDUCATIONAL FOUNDATIONS

Course Descriptions

	Semester Hours
EDFD 520 DEVELOPMENT OF EDUCATIONAL THOUGHT	3
Intensive study of philosophical perspectives of selected classical to modern thinkers as they relate to educational theory and practice. A range of points of view will be considered including such seminal thinkers as Plato, Aristotle, Aquinas, Rousseau, Dewey, Greene, Freire and bell hooks. The application of philosophical perspectives to contemporary education issues will be explored.	
EDFD 521 CONTEMPORARY EDUCATIONAL THOUGHT	3
Current trends and issues in contemporary education will be explored with an emphasis on central concerns such as building community, education for democracy, critical thinking, reasoning, literacy and content standards. We will examine issues of theory as well as applications to pedagogy and curriculum.	

EDFD 522 PRAGMATISM IN EDUCATION 3

An intensive study of the doctrines and principles developed in the writings of John Dewey and his followers, with special reference to critical issues in education today. Introduction into pragmatic thought through the writings of Dewey, Pierce, and James, and the implications of this philosophy studied through the works of Kilpatrick, Counts, Bode, Childs, Bramald, and others.

EDFD 531 FOUNDATIONS OF EDUCATION FOR LANGUAGE MINORITY STUDENTS 3

This course examines the social, cultural, political, and linguistic foundations of schooling in the United States for students who speak languages other than English. Issues addressed include the history of education for U.S. immigrants; socio-cultural, legal, and political influences on the education of language minority students; and linguistic factors in the education of language minority students. Students also explore curriculum, instruction, and school organization as they relate to the education of language minority students.

EDFD 540 SOCIAL FORCES AND EDUCATION 3

Examination of various facets of society that have impact on the educational system: economic, political, social, ethnic and religious forces as they relate to problems of educational systems. Field studies included.

EDFD 548 CRUCIAL ISSUES IN AMERICAN EDUCATION 3

A study of the origin, development, and status of specific crucial issues in the field of education. Such topics as: race, class and gender and their effects on school life and curriculum, multicultural education, violence in schools, teenage pregnancy, school funding and the education of teachers, etc. will be considered.

EDFD 550 CRITICAL THINKING AND LEARNING 3

This course provides an introduction to critical thinking as an educational goal. Students will consider the nature of critical thinking and its implications for educational objectives and student learning, and engage in its practice. Students will examine classroom practices through which critical thinking can be developed, including questioning strategies and evaluation procedures.

EDFD 551 CRITICAL THINKING AND MORAL EDUCATION 3

The course offers a critical thinking framework for moral education. Approaches to moral education through critical thinking will be explored including those of Lipman, Siegel and Paul. These will be seen within the perspective of alternative and complementary approaches including values clarification, moral developmentalism, and cultural transmission models. Students will be helped to identify occasions for moral education throughout the curriculum and to design interventions and curriculum materials to strengthen the moral judgment of their pupils.

EDFD 552 CRITICAL THINKING AND CONTEMPORARY EDUCATIONAL ISSUES 3

Critical thinking is a reform movement in education that reflects sociological, political, and philosophical issues. Writers, including Freire, Greene, Paul, Siegel and Lipman, have advocated a critical response to educational policy viewed within the context of social and political forces. The course will examine these views and analyze their role in relation to current trends and attitudes as reflected by thinkers such as Hirsch and Bloom and the various reports that have exemplified the current evaluation of recent education.

EDFD 554 CRITICAL THINKING AND DEMOCRACY 3

Critical thinking is a reform movement in education that addresses central concerns in education for democracy as well as other sociological, political and philosophical issues. This course will help teachers deepen their understanding of the meaning of "democracy," as well as the relationship between democratic practice and schooling. In this course, teachers will explore the history of American education, studying the basic commitment to democracy inherent within it, as well as the on-going tension between democratic ideals and other educational objectives, such as rewarding excellence and furthering capitalistic meritocracy.

EDFD 555 CRITICAL THINKING AND REASONING 3

Critical thinking requires the ability to be reasonable, both in asserting claims and in interacting with others. This course will look at the foundations of critical thinking, informal logic, argumentation analysis, and cognitive psychology, in order to help teachers develop, facilitate, and support student reasoning in relation to their studies and to their lives outside of schools.

EDFD 565 WOMEN AND EDUCATION IN AN INTERNATIONAL PERSPECTIVE 3

A course designed to study the relationship between the education received by women and their socio-political and economic conditions in various countries throughout the world.

EDFD 566 INTERNATIONAL EDUCATION 3

Students are introduced to the work of international education agencies such as UNESCO, the Institute for International Education, and campus groups that focus on international students. Readings are in the field of international education with supplementary readings in social sciences that provide a context. Each student is required to involve himself/herself with the work of an international agency as a culminating activity.

EDFD 581 CRITICAL THINKING, COMMUNITY AND SELF 3

Attention will be given to the basic technique of forming classroom communities of inquiry through the study of the broad historical tradition of educational philosophy from Plato to Passmore. Particular attention will be given to philosophers who have dealt with the nature of reflection, thinking skills, ethical inquiry, pedagogical methods, children's rights, dialogue, community, personhood, and the general aims of education.

EDFD 670 CULMINATING ACTIVITY IN CRITICAL THINKING 3

The final course in the M.Ed. concentration in Critical Thinking, this individualized learning experience involves each graduate student in the planning and execution of a complex critical thinking project, in consultation with the course instructor. Each student must relate critical thinking to his/her own on-going professional responsibilities, as well as prepare a formal evaluation of the results. A descriptive and evaluative report are required, as is the dissemination of the results through a conference presentation or publishable article.

ELRS 503 METHODS OF RESEARCH 3

Theory and methods of historical, descriptive, and experimental research; formulation of a research problem; use of bibliographical sources and reference materials; statistics and measurement in research; types and instruments of research; data collection, and analysis. Writing the research report, and career opportunities in research.

ELRS 553 SELECTED TOPICS IN CRITICAL THINKING 3

This course will focus on particular areas of application, theoretical dispute, and/or procedural issues as they apply to teaching for critical thinking.

Prerequisite: EDFD 550.

ELRS 578 TESTING AND EVALUATION 3

Principles and practices of educational and psychological testing and evaluation relevant to professionals in human services, communication sciences and disorders, education, and related fields. Historical/philosophical orientation; place of testing in instructional and remedial programs; statistical concepts underlying measurement; validity, reliability, response set; construction of tests and measurement instruments; evaluation and interpretation of testing data; use and misuse of testing data; reporting data to students, parents and colleagues; critical analyses of selected standardized intelligence, ability and personality tests; experimental tests and measurement instruments. Course project geared to individual student needs.

ELRS 580 LEARNING: PROCESS AND MEASUREMENT 3

Study of the learning process and its measurement as it applies in the classroom and non-school settings.

ELRS 603 SEMINAR IN RESEARCH 3

Carry out a research project-historical, descriptive, or experimental in nature-culminating in a written report.

Prerequisite: ELRS 503.

ELRS 650 INDEPENDENT STUDY IN EDUCATIONAL RESEARCH AND EVALUATION 1 - 3

Designed for individuals who, in consultation with advisor, wish to undertake an in-depth analysis of a specific research problem.

Prerequisite: Departmental approval.

PHLC 501 TEACHING CHILDREN PHILOSOPHICAL THINKING I 3

This course is designed to equip teachers with the skills and background essential for teaching philosophical thinking in the classroom. Teachers will be introduced to the curriculum materials in philosophy for children, the history of philosophical ideas which form an essential component of the approach, the nature of formal and informal reasoning and an analysis of educational issues which are affected by the introduction of philosophy into the classroom. This course will not count toward the undergraduate major in philosophy. May be repeated for credit three times for a total of twelve credits as long as the content is different with each repetition.

PHLC 502 TEACHING CHILDREN PHILOSOPHICAL THINKING II 3

This course will enable teachers who have already taken the introductory course in teaching children philosophical thinking, to teach children to apply the basic thinking skills to language arts and social studies. The course consists of 3 hours in each of two semesters devoted to seminars and 3 hours each of two semesters devoted to practice in the classroom under individual supervision (for extension only). May be repeated for credit three times for a total of twelve credits as long as the content is different with each repetition.

PHLC 508 TEACHING PHILOSOPHICAL REASONING I 2

This course aims to acquaint teachers with reasoning skills that are employed in everyday conversation, reading, listening and writing, so as to prepare them to think more reasonably and judiciously.

PHLC 509 TEACHING PHILOSOPHICAL REASONING II 2

This course aims to assist teachers to operationalize reasoning skills while at the same time utilizing certain aspects of philosophy of language, aesthetics and epistemology for the enhancement of writing skills.

PHLC 511 TEACHING PHILOSOPHICAL REASONING III 3

The aim of this course is to assist prospective teachers to operationalize reasoning skills and to utilize certain aspects of philosophy of language, aesthetics, and epistemology for the enhancement of writing skills.

Prerequisite: PHLC 509

PHLC 512 VALUE INQUIRY 3

Prospective teachers are introduced to the techniques by which reasoning can deal with moral issues in the objective and impartial fashion known as ethical inquiry for children.

PHLC 513 SOCIAL INQUIRY 3

This course will enable prospective teachers who have already taken the foundational course in philosophy for children to teach children to apply basic reasoning skills to the social studies. The program, therefore, represents an integration of philosophy, logic and the social sciences. It is also a way of presenting the social studies as a discussion course in which the conceptual foundations of the behavioral sciences are reviewed and appraised.

Prerequisites: PHLC 508, 509 and 511.

PHLC 614 SCIENTIFIC REASONING 2

This course aims at familiarizing students with a variety of reasoning skills that are useful in scientific inquiry, while at the same time teaching them how to create a cognitive readiness in children to do science.

PHLC 615 FOUNDATIONS OF PHILOSOPHY FOR CHILDREN 2

This course focuses on the educational relationship between children and thinking. It aims to assist students to understand the role of ideas in children's learning, the ways in which children can be encouraged to deliberate with regard to ill-defined conceptual issues, and to assist students to understand the relationship of Philosophy for Children to critical and creative thinking.

Educational Foundations courses are also offered as part of the specialization in Philosophy for Children in the Ed.D. in Pedagogy. Please refer to the index for the page number for the Ed.D. in Pedagogy where those courses are described.

ENGLISH

Chairperson: Dr. Lawrence Schwartz

Graduate Advisor: Dr. Art Simon

In the Master's program, students may choose course work in British Literature, American Literature, International Literature, or Writing Studies to complement the required core courses and electives. Students are expected to demonstrate the ability to participate in sophisticated scholarly discourse, both orally and in writing.

The program serves as continuing training for in-service teachers and as preparation for doctoral-level work, as well as providing intellectual enrichment. A significant number of M.A. graduates have, in recent years, gone on to doctoral programs at major universities or to teaching positions at community colleges. Others have found the program to be both useful and enhancing to careers in business.

ADMISSION REQUIREMENTS

Candidates for matriculation in the Master of Arts program of this department must show a B average or better in their undergraduate work and a score of not less than 500 (Verbal) on their Graduate Record Examinations. Most applicants will have majored in literature (English, comparative, or foreign) at the undergraduate level. However, students with strong academic credentials may apply even if they do not have the recommended background in literature. The Graduate Advisor will interview each candidate for the program regarding his or her scholastic record and intellectual or professional goals. Students admitted to the Graduate Program in English must take at least one course in each academic year in order to maintain matriculation. Exceptions may be made upon application to the departmental Graduate Advisor.

Non-matriculated students must obtain the approval of the departmental Graduate Advisor in order to enter graduate courses in English.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENGLISH

- I. Distribution of course work
 - A. Core courses 9
 - 1. ENGL 605 Seminar in Literary Research 3
(to be taken near the beginning of the program) 3
 - 2. ENLT 514 Theoretical Approaches to Literature 3
 - 3. ENGL 698 Master's Thesis (to be taken at the end of the program) .. 3
 - B. Four courses in one of these four areas of study 12
 - 1. British Literature
 - 2. American Literature
 - 3. International Literature
 - 4. Writing Studies
 - C. Electives 12
Any ENGL, ENLT, or ENWR graduate courses not used to fulfill requirements in "B." Six credits may be taken outside the English Department with prior permission of the English Graduate Program Advisor.

II. Foreign Language Requirement

Students are not required to demonstrate a reading knowledge of a foreign language; however, the department provides students with the opportunity to demonstrate such competency by examination in case they wish to present this credential when they apply for admission to doctoral programs. Examinations may normally be given in French, German, Italian, Russian, and Spanish. Other languages may be offered with the approval of the department. Testing arrangements should be made with the graduate advisor.

III. Comprehensive Examination

All candidates for the master's degree must pass a three-hour written comprehensive examination. The examination is designed to test critical ability and familiarity with major works of British, American, and international literature as well as selections in literary criticism. Students must complete at least three-quarters of their course work before taking the comprehensive examination, and must pass the examination before registering for Thesis Writing.

The comprehensive examination is based on a reading list compiled by a committee of graduate faculty. The list covers the major areas of literary study. By April or September of the semester preceding the semester in which the examination will be taken, students should inform the Graduate Advisor of their intentions. The reading list will be sent to them four months before the exam will be taken.

Check with the Graduate Advisor for dates of the comprehensive examination and for revisions to the program.

ENGLISH

Course Descriptions

BRITISH LITERATURE

Semester Hours

ENGL 505 CHAUCER 3

An intensive study of the Canterbury Tales and other works against their literary and social backgrounds, with special attention to Chaucer's language and to the procedures of Chaucerian scholarship. No previous study of Middle English is required.

ENGL 508 SHAKESPEARE STUDIES: TRAGEDIES 3

Shakespeare's tragic drama against a background of classical and Medieval theories of tragedy, and in relation to the practice of his contemporaries. Consideration is given to Shakespeare's use of plot sources and to Elizabethan theories of rhetoric.

ENGL 509 SHAKESPEARE STUDIES: COMEDIES 3

Shakespeare's comic art in the light of comic theory and practice from Aristotle to the present. Areas of analysis include Shakespeare's use of Roman and native English comedy, his language, characters, and sources, and the traditions of Shakespearean criticism.

ENGL 510 SHAKESPEARE STUDIES: HISTORIES 3

A study of the ten English history plays. Shakespeare's use of historical sources and variations from historical fact are examined carefully. Attention is given to scholarship, criticism, and production of the history plays.

ENGL 511 ELIZABETHAN AND JACOBEAN DRAMA 3

A comprehensive view of the period of the apex of English drama, from 1550 to the closing of the theaters in 1642. Major works by Elizabethan and Jacobean dramatists other than Shakespeare are studied in the light of Medieval English drama and the new Renaissance theories of Shakespeare's contemporaries. Attention is given to changes in subject matter, tone, dramaturgy, and staging during the latter part of the period.

ENGL 518 MILTON 3

Paradise Lost, Paradise Regained, Samson Agonistes, and some of the minor works are analysed intensively. Styles, themes, and techniques are considered in the light of Milton's life and the political and religious controversies of his times. The poetry is also studied in terms of its relation to Milton's Italian and classical models, his Elizabethan masters, and his contemporaries.

ENGL 521 THE AUGUSTAN AGE 3

The literature of the Restoration and early eighteenth century in its cultural contexts. Topics include criticism and aesthetics, satire, the new nature poetry, and the relationship between literary forms and philosophical and critical ideas. Emphasis on the works of Dryden, Swift, Pope, Gay, Addison and Steele, and Thomson.

ENGL 529 BRITISH ROMANTICISM I: 3

WORDSWORTH AND COLERIDGE

The poetry of the two most important writers of the first generation of the Romantic movement in England. Emphasis is placed on the significance of their poetry in terms of the poets' own personal experience and in the context of the age of democratic and industrial revolution.

ENGL 530 BRITISH ROMANTICISM II: 3

BYRON, SHELLEY, AND KEATS

The major works of the second-generation Romantics are studied in relation to the experience of their lives and the movements of their time. Attention is also given to their letters and critical writings.

ENGL 532 VICTORIAN STUDIES II: NOVEL 3

The Victorian novel in its historical and cultural contexts, with emphasis on the responses of the most vital art form of the age to the unprecedented changes in English life that took place during the era. Works by Thackeray, Trollope, Dickens, the Brontës, Eliot, and others.

ENGL 533 VICTORIAN STUDIES III: POETRY 3

The course concentrates on the major mid-Victorian poets, Tennyson, Browning, and Arnold, and to a lesser extent on their successors among the pre-Raphaelites, the aesthetes, and the rhymers.

- ENGL 535 TURN-OF-THE-CENTURY BRITISH WRITERS 3**
 An examination of British literature in the transitional period between the late nineteenth and early twentieth centuries. Writers might include Hardy, Conrad, Joyce, and Lawrence. Attention is given to the ways in which their works illuminate the movement from Victorian to modernist thinking and demonstrate the relation between literary consciousness and society.
- ENGL 540 THE MODERN BRITISH NOVEL 3**
 Innovations in characterization, narrative technique, and theme under the impact of major twentieth-century political, economic, and cultural developments. Works by Forster, Huxley, Waugh, Orwell, Greene, Amis, Murdoch, Lessing, and others.
- ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3**
 The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars.
Prerequisites: Permission of the graduate program coordinator and of the project supervisor is required before registration.
- ENGL 600 SEMINAR IN BRITISH LITERATURE 3**
 Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the British seminar so long as the topic is different each time.

AMERICAN LITERATURE

- ENGL 550 STUDIES IN EARLY AMERICAN LITERATURE 3**
 All major and several minor American writers of the seventeenth and eighteenth centuries are studied within several contexts: literary, religious, philosophical, and political. Topics include the development of American literature 1620-1800; the effects of puritanism and deism; the concept of the American Dream; the originality of the founding fathers; and the extent to which modern American literature and culture reflect the colonial heritage.
- ENGL 555 AMERICAN ROMANTICISM 3**
 An exploration of the Romantic movement in America with attention to transcendentalism and other social movements. Writers might include Brown, Irving, Cooper, Emerson, Thoreau, Fuller, Louisa May Alcott, and Whitman.
- ENGL 556 POE, HAWTHORNE, AND MELVILLE 3**
 An intensive examination of the writings of the three "Dark Romantics" of the American Renaissance, set against their biographical backgrounds and the literary and historical contexts in which they worked.
- ENGL 557 AMERICAN REALISM 3**
 The development of American realistic fiction, with emphasis on the works of Twain, Howells, and James in relation to their literary heritage and to their social milieu. Attention will also be given to local-color writers, such as Jewett and Freeman, and to naturalist writers, such as Crane, Norris, and London.

ENGL 560 MODERN AMERICAN FICTION 3

After a brief examination of late nineteenth-century realism, the major writers of the twentieth century (up to World War II) are studied with special attention to the critical attitudes of the period and to related scholarship. Authors include Dreiser, Stephen Crane, Sherwood Anderson, Hemingway and Faulkner.

ENGL 561 MODERN AMERICAN POETRY 3

Beginning with background material on late nineteenth-century poetry, the course examines selected major modern poets. The changing scene in modern poetry is noted, and the reading of contemporary poets is included. Works by Hart Crane, Hilda Doolittle, T.S. Eliot, Robert Lowell, Ezra Pound, Wallace Stevens, and others.

ENGL 563 RECENT AMERICAN FICTION 3

American fiction of approximately the last forty years in the context of American culture and traditions. The course analyzes the characteristics of theme, technique, and sensibility which form the basis of a writer's response to the ambiguities of life in the contemporary world. Works studied might include Bellow, Roth, Didion, Walker, Doctorow, and Morrison.

ENGL 564 AMERICAN DRAMA 3

The major American playwrights, such as Eugene O'Neill, Thornton Wilder, Arthur Miller, and Tennessee Williams, are placed in the perspective of their contemporaries and of traditions of the American stage.

ENGL 565 BLACK AMERICAN WOMEN WRITERS 3

This course explores the writings of Black American women. We will examine the conditions out of which Black women write and the ways in which their works are critiqued and theorized. Discussions will center on questions of race, gender, sexuality, and class; narrative approaches and literary devices; and the Black "womanist" creative tradition.

ENGL 598 INDEPENDENT STUDY IN AMERICAN LITERATURE 3

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars.

Prerequisite: Departmental Approval.

ENGL 601 SEMINAR IN AMERICAN LITERATURE 3

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the American seminar so long as the topic is different each time.

INTERNATIONAL LITERATURE

ENLT 513 LITERARY CRITICISM FROM 1800 TO THE PRESENT 3

The break from classical theory (notably by the Romantics) and the search, principally in our own day, for new definitions of the nature and function of literature. Throughout the course, critical theory is related to the history, art, and principal writings of each period.

Prerequisite: ENLT 512.

ENLT 515 ANCIENT TRAGEDY 3

Selected plays of Aeschylus, Sophocles, Euripides, and Seneca in English translation; origins of Greek and Roman Tragedy; religion and myth in tragedy; Aristotelian criticism; stage production; the influence of ancient tragedy on modern literature.

ENLT 565 IBSEN, STRINDBERG, AND SHAW 3

Intensive study of three great modern playwrights with an emphasis on dramatic theory and criticism, social context, and literary/theatrical values.

ENLT 569 MAJOR WRITERS OF AFRICA AND THE AFRICAN DIASPORA 3

The course will concentrate on literature from sub-saharan Africa and the African diaspora and may include writers from the Caribbean, Asia, and the Americas. Discussion topics may address issues of place; power and its effects, including colonialism and slavery; gender relations, family structures, religious beliefs; the arts and other cultural expressions.

ENLT 571 TRENDS IN THE CONTEMPORARY NOVEL 3

Significant fiction of the last fifty years from a least five countries. Students will be introduced to a variety of fictional forms which will include work from diverse geographical regions.

ENLT 572 MODERN MOVEMENTS IN THE ARTS 3

An interdisciplinary course which considers theories and practices in the arts across cultures, beginning with classical modernism and its contemporary legacies. Emphasis on literature, with attention to the visual arts and/or music and performance.

ENLT 577 FILM STUDIES 3

On a rotating basis, different cultural, historical, and aesthetic aspects of American, British, or world film will be examined. See current announcement. Students may repeat Film Studies so long as the topic is different each time.

ENLT 599 INDEPENDENT STUDY IN INTERNATIONAL LITERATURE 3

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars.

Prerequisites: ENGL 106; departmental approval.

ENLT 602 SEMINAR IN INTERNATIONAL LITERATURE 3

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the International Seminar as long as the topic is different each time.

Prerequisite: Departmental approval.

WRITING STUDIES

ENGL 586 TEACHING WRITING AND THE BASIC WRITER 3

This course explores the social, educational and linguistic foundations of writing instruction with special attention to the problems of the basic writer. Practicing and prospective teachers examine the theory, research and practice of writing instruction through a process of inquiry, workshops and work on their own writing.

ENGL 588 RESEARCH IN WRITING STUDIES 3

An introduction to representative empirical research in composition pedagogy and writing studies. In the first half of the semester students will be introduced to a range of methodologies used in research in writing and composition studies. Inquiry models will include survey, ethnography, case study, the interview. In the second half of the semester students will explore a research question using one or more of the methodologies taught.

ENGL 590 RHETORICAL THEORIES AND THE TEACHING OF WRITING 3

A inquiry into the rhetorical and theoretical roots of current questions, methods and practices of writing instruction—to investigate the possibility that both teaching writing and writing itself are deeply constructed endeavors, rooted in structures of language perception, knowing and being that are often discussed in theoretical discourse.

ENWR 590 GRADUATE WRITING SEMINAR 3

Writing in one or more of the following: essay, scholarly research, autobiography, creative non-fiction, poetry, drama, screenwriting. Students may repeat the seminar up to three times as long as the topic is different each time.

Prerequisites: Departmental approval.

REQUIRED COURSES

ENGL 605 SEMINAR IN LITERARY RESEARCH 3

Instruction and practical experience in such areas as reference sources, textual study, kinds of criticism, and the basics of editing. Recommended for the first or second semester of graduate study.

ENGL 698 MASTER'S THESIS 3

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take ENGL 699 if they don't complete ENGL 698 within the semester.

Prerequisite: Departmental approval.

ENGL 699 MASTER'S THESIS EXTENSION 1

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: ENGL 698.

ENLT 514 THEORETICAL APPROACHES TO LITERATURE 3

An in-depth study of late 19th and 20th century theoretical approaches to literature and issues of representation. Critical methodologies to be studied will include: Formalism, Structuralism, Post-Structuralism, Historical Materialism, Psychoanalysis, Feminism, Post-Colonialism and New Historicism. Students will study literary and/or filmic texts along with the critical theories. Does not count towards the International Literature specialization, as this is a required core course.

ENVIRONMENTAL STUDIES

Chairperson: Dr. Gregory A. Pope
Graduate Advisor: Dr. Harbans Singh

The Master of Arts degree in Environmental Studies offers concentrations in Environmental Education, Environmental Health, Environmental Management, and Environmental Science. Each of these concentrations is designed for professional careers. Environmental Education serves the needs of teachers; Environmental Health serves the need of health professionals; Environmental Management serves government and business leaders; and Environmental Science serves industry. The program is administered by the Department of Earth and Environmental Studies. The facilities of the New Jersey School of Conservation, operated by the University at Stokes State Forest, and the New Jersey Marine Sciences Consortium are available as an additional resource for the study of the natural environment. The Earth and Environmental department also offers the Doctor of Environmental Management (D.Env.M.) degree.

ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State University will be followed in respect to this program. Students with weak undergraduate preparation for environmental studies will be required to complete prerequisite courses at the undergraduate level and/or appropriate graduate level.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENVIRONMENTAL STUDIES

(minimum 32-33 semester hours)

CONCENTRATION IN ENVIRONMENTAL EDUCATION

			Semester Hours
I.	Required Courses		9
	CNFS 500 Curriculum Development in Environmental Education (a field practicum)		3
	or		
	CURR 534 Strategies for Curriculum Change		3
	CNFS 610 Administration and Supervision of Environmental Field Study		2
	CNFS 620 Field Laboratory Experiences in Administration and Supervision of Environmental Field Study		1
	ENVR 509 Environmental Change and Communication		3
II.	Research Courses		6-9
	Select one methods course:		
	ELRS 503 Methods of Research		6
	or		
	ENVR 503 Methods in Environmental Research		3
	or		

	ENVR 721	Research Methods	3
Select one research option:			
	CNFS 601	Advanced Environmental Education Seminar	2
	and		
	CNFS 621	Field Laboratory Experience in Environmental Education	1
	or		
	ENVR 695	Research Project in Environmental Studies	3
	or		
	ENVR 698	Master's Thesis	6
III.	Field Courses		6
Select a minimum of 6 semester hours from the following list:			
	BIOL 430	Field Ornithology	3
	BIOL 521	Field Studies of Flowering Plants	3
	CNFS 460	Practicum in Environmental Education	3
	CNFS 470	Introduction to Wilderness Stewardship	2
	CNFS 471	Fundamentals of Wilderness Leadership	3
	CNFS 472	Training for Wilderness Leaders	5
	CNFS 495	Workshop on Utilizing Natural Environments	1
	CNFS 496	Field Study in Humanities and Natural Science	1
	CNFS 497	Field Studies in Social Studies and Outdoor Recreation	1
	CNFS 501	Outdoor Teaching Sites for Environmental Education (must be taken with CNFS 521)	2
	CNFS 502	American Heritage Skills	2
	CNFS 504	Field Techniques for Teaching the Humanities	3
	CNFS 505	Society and the Natural Environment (must be taken with CNFS 525)	2
	CNFS 510	Environmental Impact of Recreation on Natural Areas	2
	CNFS 511	Field Investigation of Environmental Impact on Natural Areas	1
	CNFS 521	Field Laboratory Experience in Outdoor Teaching Sites for Environmental Education (must be taken with CNFS 505)	1
	CNFS 522	Field Laboratory Experience in American Heritage Skills	1
	CNFS 525	Field Laboratory Experience in Society and the Natural Environment (must be taken with CNFS 505)	1
	CNFS 601	Advanced Environmental Education Seminar (must be taken with CNFS 621)	2
	CNFS 621	Field Laboratory Experience in Environmental Education (must be taken with CNFS 601)	1
	GEOS 480	Field Study in Geoscience	4
	GEOS 580	Field Geology	4
	PHMS 490	Field Methods in the Marine Sciences	2
IV.	Natural Science Courses		6-7
	BIOL 570	Ecology	3
	or		
	BIOL 595/CNFS 595	Conservation Biology	3
	GEOS 502	Dynamic Earth	4
	or		
	GEOS 525	Environmental Geoscience	3

V. Electives

Select a minimum of 3 semester hours from the following list:

ANTH 411	Archaeological and Field Methods	3
ANTH 534	Anthropology and Education	3
CNFS 503	Humanities and the Environment	3
CNFS 530	Workshop in Wildlife Management Education	1
CNFS 609	Independent Study in Environmental Curriculum Development	1-4
CURR 503	Principles of Curriculum Development	3
CURR 534	Strategies for Curriculum Change	3
EDFD 540	Social Forces and Education	3
ENVR 410	Environmental Law	3
ENVR 505	Human Environment	3
ENVR 508	Environmental Problem Solving	3
ENVR 531	Independent Study in Environmental Studies	1 - 4
ENVR 551	Natural Resource Management	3
GEOS 501	Air Resource Management	3
GEOS 509	Water Resource Management	3
GEOS 530	Paleoecology	3
GEOS 560	Advanced Marine Geology	3
HLTH 502	Determinants of Environmental Health	3
HLTH 532	Air Pollution	3
HLTH 565	Foundations of Epidemiology	3
SOCI 565	Sociology of Youth	3

VI. Comprehensive Examination (not required if selecting ENVR 698 Master's Thesis)

No more than 15 semester hours may be taken from any one subject area.

CONCENTRATION IN ENVIRONMENTAL HEALTH

I.	Required courses	18
	BIOL 570 Ecology	3
	ENVR 508 Environmental Problem Solving	3
	ENVR 509 Environmental Change and Communication	3
	HLTH 502 Determinants of Environmental Health	3
	HLTH 603 Research Project in Health	3
II.	Required Electives	12
	A minimum of 6 semester hours from elective areas A and B each.	
	A. Health Services Area	
	HLTH 500 Health Aspects of Family Living	2
	HLTH 516 Selected Developments in Community Health	3
	HLTH 528 The Evaluation of Health	3
	HLTH 530 Health Issues Seminar	3
	HLTH 531 Independent Study in Health	3
	HLTH 535 History and Foundations of Health I	3
	HLTH 536 History and Foundations of Health II	3
	HLTH 565 Foundations of Epidemiology	3

B.	Life Sciences Area	
BIOL	531	Medical Parasitology 3
BIOL	543	Advances in Immunology 3
BIOL	553	Microbial Ecology 4
GEOS	509	Water Resource Management 3
HLTH	531	Independent Study in Health 3
HLTH	532	Air Pollution 3
III.	Electives 3
IV.	Comprehensive Examination	

CONCENTRATION IN ENVIRONMENTAL MANAGEMENT

I.	Required Courses 15
BIOL	570	Ecology 3
ENVR	508	Environmental Problem Solving 3
ENVR	509	Environmental Change and Communication 3
ENVR	610	Seminar in Environmental Management 3
ENVR	721	Research Methods 3
II.	Required Electives 12
A minimum of 6 semester hours from elective areas A and B each		
A.	Scientific Data and Concepts Area	
ANTH	411	Archeological Field Methods 3
CHEM	411	Water Analysis and Purification 3
ENVR	410	Environmental Law 3
ENVR	531	Independent Study in Environmental Studies 1 - 4
EUGS	405	Computer Mapping
	or	
GEOS	405	Computer Mapping 3
GEOS	525	Environmental Geoscience 3
HLTH	502	Determinants of Environmental Health 3
PHMS	581	Coastal Geomorphology 4
PSYC	556	Environmental Psychology 3
B.	Policy-making, Analysis and Management Area	
ECON	501	Economic Analysis 3
ECON	508	Economics of Public Management 3
ECON	510	Urban Economics: Problems and Policy 3
ENVR	505	Human Environment 3
ENVR	531	Independent Study in Environmental Studies 1 - 4
ENVR	551	Natural Resource Management 3
EUGS	550	Urban Studies and Policy Analysis 3
GEOS	501	Air Resource Management 3
GEOS	509	Water Resource Management 3
GEOS	513	Waste Management 3
PSYC	553	Urban Psychology 3
III.	Electives 6
IV.	Comprehensive Examination	

CONCENTRATION IN ENVIRONMENTAL SCIENCE

I.	Required courses	15
	BIOL 570 Ecology	3
	GEOS 525 Environmental Geoscience	3
	GEOS 575 Geochemistry	3
	GEOS 658 Seminar in Environmental Graphics	3
	HLTH 502 Determinants of Environmental Health	3
II.	Required Electives	12
	A minimum of 6 semester hours from elective areas A and B each	
	A. Bio-ecology Area	
	BIOL 505 Bacteriological Techniques in Marine Sampling	2
	BIOL 430 Field Ornithology	3
	BIOL 467 Biology of the Fishes	4
	BIOL 521 Field Studies of Flowering Plants	4
	BIOL 522 Plant Pathology	3
	BIOL 531 Medical Parasitology	3
	BIOL 532 Advanced Entomology	3
	BIOL 543 Advances in Immunology	3
	BIOL 550 Topics in Microbiology	4
	BIOL 553 Microbial Ecology	4
	BIOL 571 Physiological Plant Ecology	4
	BIOL 572 Wetland Ecology	4
	BIOL 573 Shoreline Ecology	4
	PHMS 565 Tidal Marsh Ecology	4
	B. Physical Environment Area	
	CHEM 411 Water Analysis and Purification	3
	CHEM 570 Advanced Biochemistry	3
	GEOS 509 Water Resource Management	3
	GEOS 530 Paleocology	3
	GEOS 537 Biostratigraphy of New Jersey	3
	GEOS 560 Advanced Marine Geology	3
	GEOS 571 Geophysics	3
	GEOS 573 Nuclear Geophysics	3
	HLTH 532 Air Pollution	3
	PHMS 581 Coastal Geomorphology	4
III.	Electives	6
IV.	Comprehensive Examination	

Note:

1. Electives for all these concentrations may be added by the college. The advisor should be contacted before any are selected by the student.
2. It is the student's responsibility to file for the comprehensive examination with the departmental advisor. At that time, information will be given concerning the nature and scope of the examination.

EARTH AND ENVIRONMENTAL STUDIES

Course Descriptions

Semester Hours

ENVR 503 METHODS IN ENVIRONMENTAL RESEARCH 3

Formulation of the research problem, use of bibliographical sources and reference material organizing the research tests and measurements, analysis of data, and report writing.

ENVR 508 ENVIRONMENTAL PROBLEM SOLVING 3

The purpose of this course is to train students to define environmental problems, develop their skills in solving these problems, as well as commitment to work toward their solution. Each lesson consists of student preparation of reading selected articles, classroom orientation, field trips, and the student-instructor follow-up. Field trip topics include pedestrian/vehicle conflict, school site development, plants as a city resource, urban/rural recreation, sign ordinances, transportation and similar topics.

ENVR 509 ENVIRONMENTAL CHANGE AND COMMUNICATION 3

Prepare students as professional environmentalists: communication and journalism strategies, theory of persuasion, and roles as catalyst, solution giver, process helpers, and resource person.

ENVR 531 INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES 1 - 4

Student must develop statement of goals and phasing for completion, prior to consultation with instructor.

ENVR 551 NATURAL RESOURCE MANAGEMENT 3

Provide background in natural resource management; wildlife, fisheries, forests, water and related components. Includes field trips.

ENVR 610 SEMINAR IN ENVIRONMENTAL MANAGEMENT 3

This is a methods seminar focusing on the techniques of managing a project with environmental significance. Students will design and plan in detail a project to improve an existing environmental problem or to implement an economically important project that would minimize environmental problems.

ENVR 655 ADVANCED ENVIRONMENTAL REMOTE SENSING AND IMAGE PROCESSING 3

This course provides a forum to explore cutting edge advances in remote sensing of the environment afforded by new satellite and aircraft based imaging platforms and to provide facility with image processing (IP) and geographic information systems (GIS) software. Topics covered include multispectral, hyperspectral and multiangular reflectance data, very high resolution panchromatic imagery, active radar and lidar systems, microwave imagery, advanced spatial and statistical raster analysis, and interfaces to GIS. *Prerequisite: Matriculation in a graduate program or permission of the graduate advisor.*

ENVR 695 RESEARCH PROJECT IN ENVIRONMENTAL STUDIES 3

To complete the research proposal initiated in the research methods course.

Prerequisite: Departmental approval.

ENVR 698 MASTER'S THESIS 6

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take ENVR 699 if they don't complete ENVR 698 within the semester.

Prerequisite: Departmental approval.

ENVR 699 MASTER'S THESIS EXTENSION 1

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: ENVR 698.

ENVR 721 RESEARCH METHODS 3

Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research, both cultural and physical; mapping techniques; the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.

EUGS 504 PRO-SEMINAR 1 - 4

Research on selected problems which will vary according to instructor. May be repeated once for a maximum of eight semester hours as long as the topic is different each time.

GEOS 501 AIR RESOURCE MANAGEMENT 3

Spatial distribution of energy in the atmosphere treated in terms of natural factors and man's induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.

Prerequisite: For majors in College of Science and Mathematics.

GEOS 502 THE DYNAMIC EARTH 4

Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture, 2 hours lab.)

Prerequisites: Not open to graduates of a geology or geoscience program.

GEOS 509 WATER RESOURCE MANAGEMENT 3

The spatial patterns of the water resource both as surface water and ground water. Processes affecting availability and techniques of estimation are stressed.

Prerequisite: For majors in College of Science and Mathematics.

GEOS 513 WASTE MANAGEMENT 3

This course examines liquid waste management (sewage, sewerage, septic, and acid mine drainage) and solid waste management (composting, incineration, dumps, sanitary landfills, ocean dumping, and resource recovery). Management of radioactive wastes is included.

Prerequisite: For majors in College of Science and Mathematics.

GEOS 525 ENVIRONMENTAL GEOSCIENCE 3

In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waster disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture.)

Prerequisite: For majors in College of Science and Mathematics.

GEOS 530 PALEOECOLOGY 3

Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab.)

Prerequisite: Biology major, or Geoscience major, or Environmental Studies major with a concentration in Environmental Science.

GEOS 552 APPLIED GROUNDWATER MODELING 4

Introduction to groundwater flow and contaminant transport modeling, using a variety of current software packages. Saturated and unsaturated media will be considered. Emphasis is on application of models to the solution of common problems encountered in hydrology industry and research. (3 hours lecture; 2 hours lab.)

Prerequisites: Undergraduate hydrogeology course and college-level calculus or departmental approval.

GEOS 575 GEOCHEMISTRY 3

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes) study of meteorites. Required field trips. (3 hours lecture.)

Prerequisites: For majors in the College of Science and Mathematics.

GEOS 580 FIELD GEOLOGY 4

The principles and techniques of geologic field work. Independent and team mapping of local areas of geologic interest using modern field methods and instruments. (3 hours lecture, 2 hours lab.)

Prerequisites: Geoscience major.

GEOS 590 RESEARCH SEMINAR 3

Student field, laboratory, and library investigation of a problem in the area of his or her interest in geoscience, the results of which will be presented in oral and written form. Class discussion of the individual papers and of other pertinent topics of current interest in geoscience.

Prerequisite: Geoscience major.

GEOS 592 SPECIAL PROBLEMS IN GEOSCIENCE 1-4

Independent research project to be performed by the student under the guidance of the faculty.

Prerequisite: Departmental approval.

GEOS 594 RESEARCH IN GEOSCIENCE LITERATURE 1

Investigation and evaluation of a topic in geoscience under the supervision of a faculty member by: (1) preparing a bibliography from standard sources, including an on-line computer search; and, (2) preparing a report written in standard professional format.

Prerequisite: Geoscience major.

GEOS 658 SEMINAR IN ENVIRONMENTAL GRAPHICS 3

The use of graphic materials suitable for analyzing, understanding and presenting aspects of the environment through seminar presentation. The preparation of illustrative materials, especially suitable for inclusion in environmental impact statements as well as for public presentation, will be developed by each student as a culminating research project.

Prerequisites: For majors in the College of Science and Mathematics.

GEOS 698 MASTER'S THESIS 4

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take GEOS 699 if they don't complete ENVR 698 within the semester.

Prerequisite: Departmental approval.

GEOS 699 MASTER'S THESIS EXTENSION 1

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: GEOS 698.

FRENCH

Chairperson: Dr. Lois Oppenheim

Graduate Advisor: Dr. Elizabeth Emery

The graduate program in French is designed to prepare students for both teaching and research in language and literature. A Master of Arts degree opens opportunities to teach in both community colleges and high schools, and provides a solid foundation for students interested in continuing their studies toward a Doctor of Philosophy degree. Graduate training in French is also increasingly useful for positions in government industries, and media concerned with French-speaking areas of the world.

ADMISSION REQUIREMENTS

Admission is open to students who hold a bachelor's degree and have completed at least 24 semester hours of undergraduate French or its equivalent. Students applying for admission must satisfy the standard University requirements for admission to graduate study.

After acceptance, the candidates will consult the graduate advisor to plan their programs. Transfer credit and curriculum substitutions must be authorized by the graduate advisor and student schedules must be approved each semester. Courses will be offered on a rotating basis to allow diversity of offerings. Please consult department chairperson for details.

Individuals holding the bachelor's degree and showing an adequate proficiency in French may enroll in graduate courses, even though they do not wish to enter the Master of Arts program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FRENCH, FRENCH LITERATURE CONCENTRATION

The concentration in literature provides valuable background in French literature and civilization for those students planning to teach at the high school and college levels or preparing for continued doctoral study.

	Semester Hours
I. Required Courses	6
FREN 508 Explication de Texte and Stylistic Analysis	3
FREN 603 Research Seminar	3
Two courses from each of the following three categories	18
A. Medieval, Renaissance, and Classical French Literature	
FREN 511 Medieval French Literature	3
FREN 513 Medieval French Theatre	3
FREN 514 Medieval French Seminar	3
FREN 516 French Humanism in the Sixteenth-Century	3
FREN 517 Poetry of the Renaissance	3
FREN 518 Sixteenth-Century Literature	3

FREN 525	Moralists of the Seventeenth-Century	3
FREN 526	Corneille, Racine and Moliere	3
FREN 527	Selected Topics in Seventeenth-Century French Literature	3

B. Enlightenment and Revolution in French Literature

FREN 530	Philosophy and Politics in Eighteenth-Century France	3
FREN 531	The Development of the Novel in Eighteenth-Century France.....	3
FREN 532	Eighteenth-Century Seminar	3
FREN 537	Nineteenth-Century French Theatre	3
FREN 538	French Novel of the Nineteenth-Century I	3
FREN 539	French Novel of the Nineteenth-Century II	3
FREN 540	Nineteenth-Century French Poetry	3
FREN 541	Nineteenth-Century Seminar	3

C. Modern French and Francophone Literatures

FREN 509	Critical Approaches to Literature	3
FREN 542	Twentieth-Century French Theatre	3
FREN 543	Twentieth-Century French Poets	3
FREN 544	Twentieth-Century French Novel I	3
FREN 545	Twentieth-Century French Novel II	3
FREN 546	Twentieth-Century Seminar	3
FREN 547	Francophone Literature	3
FREN 548	Contemporary French Civilization: Selected Topics	3
FREN 549	Contemporary Francophone Civilization Seminar	3
FREN 551	Women Writers from North Africa	3

II.	Culminating Activity and Electives (choose option A or B)	minimum 9
	A. Thesis Option	10
	FREN 698 Master's Thesis	4
	Two electives from the list of French Electives	6
	<i>(The list of French electives is printed after the French Studies Concentration.)</i>	
	B. Comprehensive Exam Option	9
	Three electives from the list of French Electives	9

The comprehensive examination tests critical ability and familiarity with major works of French literature. Before registering for the comprehensive examination, students must have completed their course work and have satisfied the requirement of having taken two courses in each of the categories above. The examination is based on a reading list and course content.

Minimum: 33 semester hours.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FRENCH, FRENCH STUDIES CONCENTRATION

The concentration in French Studies allows students flexibility in examining French culture from a variety of perspectives. By choosing courses about the French language and Francophone civilization and cultural productions, they will study the impact of the French language in the world today. Students may build their own fields of inquiry by combining required courses and electives within the same area or century. Useful for teachers, translators, and those holding positions in government, international business, and the media, the concentration provides a foundation in interdisciplinary French studies.

	Semester Hours
I. Required Courses	24
FREN 603 Research Seminar	3
One of the following:	
FREN 548 Contemporary French Civilization: Selected Topics	3
FREN 549 Contemporary Francophone Civilization Seminar	3
Two courses from each of the three categories below	18
A. French Language Today	
FREN 419 The Teaching of French in Secondary Schools	3
FREN 501 Graduate Study Abroad	3
FREN 504 Politics of the French Language	3
FREN 505 History of the French Language	3
FREN 506 Advanced French Phonetics	3
FREN 507 Practicum in Translation	3
FREN 508 Explication de Texte and Stylistic Analysis	3
FREN 510 Topics in French Linguistics	3
B. Approaches to Francophone Societies	
FREN 514 Medieval French Seminar	3
FREN 518 Sixteenth-Century Seminar	3
FREN 525 Moralists of the Seventeenth-Century	3
FREN 530 Philosophy and Politics in Eighteenth-Century France	3
FREN 532 Eighteenth-Century Seminar	3
FREN 536 The Romantic Movement	3
FREN 541 Nineteenth-Century Seminar	3
FREN 546 Twentieth-Century Seminar	3
FREN 548 Contemporary French Civilization: Selected Topics	3
FREN 549 Contemporary Francophone Civilization Seminar	3
FREN 550 Introduction to French Colonialism	3
C. Expressions of Francophone Culture	
FREN 509 Critical Approaches to Literature	3
FREN 511 Medieval French Literature	3
FREN 513 Medieval French Theatre	3
FREN 516 French Humanism in the Sixteenth-Century	3
FREN 517 Poetry of the Renaissance	3

FREN 526	Corneille, Racine and Moliere	3
FREN 527	Selected Topics in Seventeenth-Century French Literature	3
FREN 531	The Development of the Novel in Eighteenth-Century France.....	3
FREN 537	Nineteenth-Century French Theatre	3
FREN 538	French Novel of the Nineteenth-Century I	3
FREN 539	French Novel of the Nineteenth-Century II	3
FREN 540	Nineteenth-Century French Poetry	3
FREN 542	Twentieth-Century French Theatre	3
FREN 543	Twentieth-Century French Poets	3
FREN 544	Twentieth-Century French Novel I	3
FREN 545	Twentieth-Century French Novel II	3
FREN 547	Francophone Literature	3
FREN 551	Women Writers from North Africa	3

II.	Culminating Activity and Electives (choose option A or B)	minimum 9
A.	Thesis Option	10
FREN 698	Master's Thesis	4
	Two electives from the list of French Electives	6
	<i>(The list of French electives is printed below.)</i>	
B.	Comprehensive Exam Option	9
	Three electives from the list of French Electives	9

The comprehensive examination tests critical ability and familiarity with major works of French literature. Before registering for the comprehensive examination, students must have completed their course work and have satisfied the requirement of having taken two courses in each of the categories above. The examination is based on a reading list and course content.

Minimum: 33 semester hours.

French Electives:

FREN 501	Graduate Study Abroad	3
FREN 504	Politics of the French Language	3
FREN 505	History of the French Language	3
FREN 506	Advanced French Phonetics	3
FREN 507	Practicum in Translation	3
*FREN 508	Explication de Texte and Stylistic Analysis	3
FREN 509	Critical Approaches to Literature	3
FREN 510	Topics in French Linguistics	3
FREN 511	Medieval French Literature	3
FREN 513	Medieval French Theatre	3
FREN 514	Medieval French Seminar	3
FREN 516	French Humanism in the Sixteenth-Century	3
FREN 517	Poetry of the Renaissance	3
FREN 518	Sixteenth-Century Seminar	3
FREN 525	Moralists of the Seventeenth-Century	3
FREN 526	Corneille, Racine and Moliere	3
FREN 527	Selected Topics in Seventeenth-Century French Literature	3
FREN 530	Philosophy and Politics in Eighteenth-Century France	3
FREN 531	The Development of the Novel in Eighteenth-Century France.....	3

FREN 532	Eighteenth-Century Seminar	3
FREN 536	The Romantic Movement	3
FREN 537	Nineteenth-Century French Theatre	3
FREN 538	French Novel of the Nineteenth-Century I	3
FREN 539	French Novel of the Nineteenth-Century II	3
FREN 540	Nineteenth-Century French Poetry	3
FREN 541	Nineteenth-Century Seminar	3
FREN 542	Twentieth-Century French Theatre	3
FREN 543	Twentieth-Century French Poets	3
FREN 544	Twentieth-Century French Novel I	3
FREN 545	Twentieth-Century French Novel II	3
FREN 546	Twentieth-Century Seminar	3
FREN 547	Francophone Literature	3
FREN 548	Contemporary French Civilization: Selected Topics	3
FREN 549	Contemporary Francophone Civilization Seminar	3
FREN 550	Introduction to French Colonialism	3
FREN 551	Women Writers from North Africa	3

**Elective for French Studies Concentration students*

FRENCH

Course Descriptions

	Semester Hours
FREN 500 FRENCH AS A RESEARCH TOOL	3
Learning to read French as a tool for research (a “service” course for MA candidates in other departments).	
FREN 501 GRADUATE STUDY ABROAD	3-6
Study at a university in a French-speaking country to gain first-hand knowledge of the historical, social, economic, and cultural life of the country. Credit by evaluation. May be taken twice for a total of 6 credits.	
<i>Prerequisite: Permission of graduate advisor.</i>	
FREN 504 POLITICS OF THE FRENCH LANGUAGE	3
Presenting an overview of the social history and politics of France and Francophone societies, this course provides a context in which to analyze the particular relationship that existed between French language and national identity. It will examine issues such as the status and role of the French language outside France, language policy and planning measures, and ideologies connected to issues such as gender, race, identity, and class.	
FREN 505 HISTORY OF THE FRENCH LANGUAGE	3
Structures of modern French as outcome of linguistic and cultural processes over 2,000 years.	
FREN 507 PRACTICUM IN TRANSLATION	3
Basic principles and theory of translation with emphasis on research techniques.	
<i>Prerequisite: Adequate competency in the language for the purpose of translation training. Special fee.</i>	

FREN 508	EXPLICATION DE TEXTE AND STYLISTIC ANALYSIS	3
Techniques of "explication de texte and stylistic analysis" as an instrument for development of critical reading ability, and as pedagogical tool for teaching literature as well as language through literature.		
FREN 509	CRITICAL APPROACHES TO LITERATURE	3
Fundamental notions of contemporary French literary criticism; theory and practice.		
FREN 510	TOPICS IN FRENCH LINGUISTICS	3
Changing topics to include in-depth studies of subjects in French sociolinguistics, syntax, pragmatics, and applied linguistics.		
FREN 511	MEDIEVAL FRENCH LITERATURE	3
French literature from ninth through fifteenth centuries emphasizing the "Chanson de geste" and the "Roman courtois."		
FREN 513	MEDIEVAL FRENCH THEATRE	3
Origins and development of theatre in France during the Middle Ages.		
FREN 514	MEDIEVAL FRENCH SEMINAR	3
Changing topics to include in-depth studies of individual authors, themes, and genres from the Middle Ages as they relate to historical and cultural events. Examples include "Francois Villon and His Time", "Courtly Culture of the Middle Ages", and "Knights, Taverns and Romance". This course may be repeated twice for a total of nine credits as long as the seminar topic is different each time.		
FREN 516	FRENCH HUMANISM IN 16TH-CENTURY	3
Humanistic ideals as reflected in the works of Rabelais, Montaigne and other authors.		
FREN 517	POETRY OF THE RENAISSANCE	3
Major works of Marot, Ronsard, Du Bellay, and other poets of the Pleiade.		
FREN 518	16TH-CENTURY SEMINAR	3
Changing topics to include in-depth studies of individual authors, themes, and genres from the 16th century as they relate to historical and cultural events. Examples include "Women Writers of Renaissance France", "Religion and Politics in 16th-Century French Literature", and "Storytelling in its Cultural Context". This course may be repeated twice for a total of nine credits as long as the seminar topic is different each time.		
FREN 525	MORALISTS OF THE 17TH-CENTURY	3
Representative works of Descartes, Pascal, La Rochefoucauld, Saint Simon, La Bruyere, and other authors.		
FREN 526	CORNEILLE, RACINE AND MOLIERE	3
Dramatic art as reflected in representative plays of the three authors.		
FREN 527	SELECTED TOPICS IN 17TH-CENTURY FRENCH LITERATURE	3
Changing topics to include in-depth studies of individual authors and themes.		
FREN 530	PHILOSOPHY AND POLITICS IN 18TH-CENTURY FRANCE	3
Impact of the "philosophes" on religious, political and sociological thought.		

FREN 531	THE DEVELOPMENT OF THE NOVEL IN 18TH-CENTURY FRANCE	3
Study of the social and historical context of a novel and its particular form (e.g. epistolary, episodic, etc.)		
FREN 532	18TH-CENTURY SEMINAR	3
Changing topics to include in-depth studies of individual authors, themes and genre topics.		
FREN 536	THE ROMANTIC MOVEMENT	3
The origins and development of Romanticism in England and Germany are compared with the later triumph of the movement in France. Representative works of Chateaubriand, Goethe, Novalis, Kleist, Hoffmann, Heine, Musset, and Nerval are studied, and their themes compared with those of the English romantics. (Taught in English. Recommended to French majors as a free elective.) Cross listed with English, ENLT 536.		
FREN 537	19TH-CENTURY FRENCH THEATRE	3
Hugo's dramatic theories and their application in representative plays.		
FREN 538	FRENCH NOVEL OF 19TH-CENTURY I	3
Insight into major works of Balzac and Stendhal.		
FREN 539	FRENCH NOVEL OF 19TH-CENTURY II	3
Insight into major works of Flaubert and Zola.		
FREN 540	19TH-CENTURY FRENCH POETRY	3
Development of French poetry from Romanticism to Symbolism.		
FREN 541	19TH-CENTURY SEMINAR	3
Changing topics to include in-depth studies of individual authors, themes, and genres from the 19th century as they relate to historical and cultural events. Examples include "Victor Hugo's Nineteenth Century", "The Belle Epoque", and "The Creation of National Identity". This course may be repeated twice for a total of nine credits as long as the seminar topic is different each time.		
FREN 542	20TH-CENTURY FRENCH THEATRE	3
Major modern currents and trends in drama.		
FREN 543	20TH-CENTURY FRENCH POETS	3
Within a general developmental context, emphasis upon thematics, and structural analysis of work of Apollinaire, Reverdy, Char, Eluard and Bonnefoy.		
FREN 544	20TH-CENTURY FRENCH NOVEL I	3
Evolution of the French novel from Proust to Camus.		
FREN 545	20TH-CENTURY FRENCH NOVEL II	3
Evolution of the French novel from the "New Novel" of the 50s to contemporary French writing.		
FREN 546	20TH-CENTURY SEMINAR	3
Changing topics on twentieth-century French literature.		
FREN 547	FRANCOPHONE LITERATURE	3
Major Francophone writings outside continental France.		

- FREN 548 CONTEMPORARY FRENCH CIVILIZATION - SELECTED TOPICS** 3
Study of institutions and culture of contemporary France.
- FREN 549 CONTEMPORARY FRANCOPHONE CIVILIZATION SEMINAR** 3
Changing topics addressing contemporary issues affecting the Francophone world. Topics might include "Gender, Women and Society", "French Rap and Black Culture in France," "The Scourge of AIDS in Francophone Africa: Causes and Remedies." May be repeated twice for a total of six credits.
- FREN 550 INTRODUCTION TO FRENCH COLONIALISM** 3
This course introduces students to the history of French colonialism in Africa (North and Sub-Saharan), the Americas, the Middle East, and the various islands of Oceania and the Pacific. It offers an overview of the French imperial process from the fifteenth century and studies the various cultural, political, and economic impact of French civilization on its (former) colonies.
- FREN 551 WOMEN WRITERS FROM NORTH AFRICA** 3
This course is based on a selection of works by Francophone women writers from North Africa (Algeria, Morocco, and Tunisia) including Assia Djebar, Malika Mokaddem, Nouzha Fassi, Badia Hadj Nasser, Leila Houari, Hele Beji, and Emna Bel Haj Yahia.
- FREN 603 RESEARCH SEMINAR** 3
Opportunity to apply research techniques to a specific topic of the student's choice.
- FREN 698 MASTER'S THESIS** 4
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take FREN 699 if they don't complete FREN 698 within the semester.
Prerequisite: Departmental approval.
- FREN 699 MASTER'S THESIS EXTENSION** 1
Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: FREN 698.

GEOSCIENCE

Chairperson: Dr. Gregory A. Pope

Graduate Advisor: Dr. Duke U. Ophori

The graduate programs in Geoscience are designed to enable the student to pursue further study in the various areas of the Department for professional or personal reasons, to further his/her preparation for the teaching profession, or for a career requiring advanced training.

This program is designed to give opportunities for in-depth study in the broad field of Geoscience (geology). The program provides sufficient flexibility through electives so that emphasis in (1) environmental geology, geochemistry, and GIS remote sensing, and earth systems science, (2) metamorphic and igneous petrology, (3) sedimentology, stratigraphy, and paleobiology or (4) oceanography and marine geology are possible. Almost all of the courses are taught at night during the week to accommodate students who are currently employed full-time. Many of the courses for the oceanography and marine geology emphasis will be taken at the various sites of the New Jersey Marine Science Consortium during the summer.

ADMISSION REQUIREMENTS

Prior to matriculation the student should have completed a subject matter background of at least twenty-four (24) semester hours in the geosciences, as well as sufficient background in related sciences (physics, chemistry, mathematics). In cases of a weak undergraduate background, prerequisite courses, not for graduate credit, may be assigned. Candidates must also fulfill additional criteria for graduate matriculation as listed in this bulletin (Admission to Graduate School). The graduate advisor for the department must approve each candidate's background and credentials.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN GEOSCIENCE

Thirty-two (32) semester hours are required, but additional hours may be required to compensate for any deficiencies in the applicant's undergraduate record (see below).

Degree candidates employed in the field of education may use six semester hours of free electives for graduate courses in the area of professional education.

I.	Core Courses	10
	GEOS 525 Environmental Geoscience	3
	GEOS 560 Advanced Marine Geology	3
	GEOS 678 Igneous and Metamorphic Geology	4
II.	Geoscience Electives	9-18
	Choose any combination of courses below. All courses in Geoscience (GEOS) at 500 level or above (except GEOS 502 Dynamic Earth).	
	PHMS 581 Coastal Geomorphology	4
	PHMS 598 Special Problems in the Marine Sciences	1-4
	Maximum of two of the following 400 level courses:	

GEOS	450	Principles of Soil Science	3
GEOS	452	Geohydrology	3
GEOS	454	Environmental Geochemistry	3
GEOS	470	Geographic Information Systems	3
ENVR	410	Environmental Law	3
ENVR	455	Fundamentals of Remote Sensing of Environment	3
III.		Approved Electives	0-6
		Graduate level classes in the sciences, mathematics, or other approved courses. (All courses in this category subject to approval by graduate advisor.)	
IV.		Research - One of the two options below:	4 or 7
		A. Thesis Option	
GEOS	594	Research in Geoscience Literature	1
GEOS	698	Master's Thesis	6
		Thesis Process: All graduate students who choose the thesis option will be required to do the following: (1) submit a written thesis proposal approved by the thesis committee, (2) pass an oral defense of the final thesis project, and (3) submit a written thesis approved by the thesis committee.	
		B. Option B	
GEOS	590	Research Seminar in Geoscience	3
GEOS	594	Research in Geoscience Literature	1
		Written Comprehensive Examination: All graduate students who choose the non-thesis option will be required to take the written Comprehensive Examination in Geoscience.	
		Minimum: 32 semester hours	
		Special Prerequisites for students with Bachelor's degree outside of Geoscience:	
		A. Basic Math and Science Requirements (if necessary):	
CHEM	120	General Chemistry I	4
CHEM	121	General Chemistry II	4
PHYS	193	College Physics I	4
PHYS	194	College Physics II	4
MATH	116	Calculus A	4
		B. Introductory Geology Requirement (if necessary):	
GEOS	502	The Dynamic Earth	4
		C. Geoscience Major Undergraduate Courses (required):	
GEOS	434	Stratigraphy	4
GEOS	443	Mineralogy	4
GEOS	444	Petrology	4
GEOS	472	Structural Geology	3

GEOSCIENCE

Course Descriptions

Semester Hours

GEOS 502 THE DYNAMIC EARTH

4

Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture; 2 hours lab)

Prerequisites: Undergraduate degree in science or mathematics or permission of the instructor. (Not open to graduates of a geology or geoscience program.)

GEOS 525 ENVIRONMENTAL GEOSCIENCE

3

In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture)

Prerequisite: Graduate standing in either the Environmental Studies-Physical or Geoscience Program, or instructor's permission.

GEOS 530 PALEOECOLOGY

3

Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab)

Prerequisite: Course in invertebrate paleobiology.

GEOS 537 BIOSTRATIGRAPHY OF NEW JERSEY

3

The geologic history, paleontology, stratigraphy and paleogeography of New Jersey. Required field trips. (2 hours lecture; 2 hours lab.)

Prerequisite: GEOS 530 or instructor's permission.

GEOS 538 SEDIMENTARY PETROGRAPHY

4

The interpretative study of the structures, textures, composition and genesis of sedimentary rocks. Laboratory analyses of sediments and sedimentary rocks by optical, mechanical and chemical methods and the graphical representation of the resultant data. (3 hours lecture; 2 hours lab.)

Prerequisites: GEOS 434 Stratigraphy and GEOS 545 Optical Mineralogy.

GEOS 543 ADVANCED MINERALOGY

3

Chemical and physical principles as applied to minerals. Detailed study of representative minerals from the various families. Advanced techniques will be performed by the student. Field trips. (2 hours lecture; 2 hours lab.)

Prerequisites: Course in mineralogy.

GEOS 545 OPTICAL MINERALOGY 4

Theory and practice of using the polarizing microscope to study and identify minerals; theory of light transmission in minerals; the practical effect. Required field trips. (3 hours lecture; 2 hours lab.)

Prerequisite: Course in mineralogy.

GEOS 546 PETROGRAPHY 4

Rock textures, structures and mineralogy using the polarizing microscope. Identification and classification of rocks and the origin and history of the rock as determined by microscopic study of thin sections. Required field trips. (3 hours lecture; 2 hours lab.)

Prerequisites: GEOS 545.

GEOS 552 APPLIED GROUNDWATER MODELING 4

Introduction to groundwater flow and contaminant transport modeling, using a variety of current software packages. Saturated and unsaturated media will be considered. Emphasis is on application of models to the solution of common problems encountered in hydrology industry and research. (3 hours lecture; 2 hours lab.)

Prerequisites: Undergraduate hydrogeology course and college-level calculus or departmental approval.

GEOS 560 ADVANCED MARINE GEOLOGY 3

Development and evolution of the ocean basins; marine sedimentation; shoreline development and classification; submarine topography; mineral resources of the sea. Laboratory analysis of marine sediments and fossil assemblages. Required field trips. (2 hours lecture; 2 hours lab.)

Prerequisites: Courses in physical geology and one 400 level course in marine geology or oceanography.

GEOS 571 GEOPHYSICS 3

Theory and application of conventional geophysical methods: seismology, magnetism, electricity and gravity. Laboratory includes the collection and interpretation of geophysical data. Field trips. (3 hours lecture.)

Prerequisites: Courses in physical geology and College Physics II and Calculus A.

GEOS 572 TECTONICS 3

The study of the major structures of the earth, the principle of isostasy, mountain-building, continental drift, sea-floor spreading, and possible causes of tectonism in the earth. Discussion will include the methods of study, results obtained, interpretation of the data, and the latest theories of tectonism.

Prerequisites: Geoscience major.

GEOS 575 GEOCHEMISTRY 3

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes), study of meteorites. Required field trips. (3 hours lecture)

Prerequisites: General chemistry; petrology.

GEOS 578 IGNEOUS AND METAMORPHIC GEOLOGY 4

The interpretive study of igneous and metamorphic rocks in detail with the aim of properly identifying and naming the rocks and interpreting their history; rock suites from classical areas. Required field trips. (3 hours lecture; 2 hours lab.)

Prerequisite: Geoscience major.

GEOS 580 FIELD GEOLOGY**4**

The principles and techniques of geologic field work. Independent and team mapping of local areas of geologic interest using modern field methods and instruments. (3 hours lecture, 2 hours lab.)

Prerequisites: 12 hours of 400 level geoscience.

GEOS 590 RESEARCH SEMINAR**3**

Student field, laboratory and library investigation of a problem in the area of his or her interest in geoscience, the results of which will be presented in oral and written form. Class discussion of the individual papers and of other pertinent topics of current interest in geoscience.

Prerequisite: Advanced standing as a Geoscience graduate student.

GEOS 592 SPECIAL PROBLEMS IN GEOSCIENCE**1 - 4**

Independent research project to be performed by the student under guidance of faculty.

Prerequisite: Departmental approval.

GEOS 594 RESEARCH IN GEOSCIENCE LITERATURE**1**

Investigation and evaluation of a topic in geoscience under the supervision of a faculty member by: (1) preparing a bibliography from standard sources, including an on-line computer search; and, (2) preparing a report written in standard professional format.

Prerequisite: Geoscience major.

GEOS 658 SEMINAR IN ENVIRONMENTAL GRAPHICS**3**

The use of graphic materials suitable for analyzing, understanding and presenting aspects of the environment through seminar presentation. The preparation of illustrative materials, especially suitable for inclusion in environmental impact statements, as well as for public presentation, will be developed by each student as a culminating research project.

Prerequisites: For majors in the College of Science and Mathematics.

GEOS 698 MASTER'S THESIS**6**

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take GEOS 699 if they don't complete GEOS 698 within the semester.

Prerequisite: Departmental approval.

GEOS 699 MASTER'S THESIS EXTENSION**1**

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: GEOS 698.

PHMS 598 SPECIAL PROBLEMS IN THE MARINE SCIENCES**1 - 4**

An opportunity for the qualified graduate student to do research in a field of marine science selected under the guidance of a professor. Open only to graduate students who have indicated a potential for original thinking. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Departmental approval.

For offerings at the New Jersey Marine Sciences Consortium, see the current announcement.

HEALTH EDUCATION

Chairperson: Dr. Joseph Donnelly

Graduate Advisor: Dr. Reza Shahrokh

The graduate program in Health Education, which is housed in the Health Professions, Physical Education, Recreation and Leisure Studies department, prepares professionals for careers in health education and various selected areas of the health professions. The graduate program leads to a Master of Arts degree in health education. Advanced study is provided to candidates engaged in, or seeking, positions in the broad and expanding spectrum of the health professions in the school, community, business and industrial sectors, the media and various other segments of the health care delivery system.

The curriculum provides a foundation of required coursework which is complemented by a wide array of health professions electives, interdisciplinary coursework and varied educational experiences afforded by diverse instructional approaches. Advancements in the scientific realm combined with practical applications address our contemporary health problems. There is a definite research focus within the program. Students are provided with the option of either conducting a study on a pertinent health topic in the form of a thesis or completing a broader-based research seminar. Special student interests, academic objectives and professional goals can be accommodated on an individualized basis. Students must complete a minimum of 36 semester hours of courses and pass a written comprehensive examination.

ADMISSION REQUIREMENTS

All candidates must meet the basic admission requirements for graduate study at Montclair State. The completion of a major in health education from an accredited college or university is preferred. Candidates with degrees in closely related areas will be considered, although prematriculation coursework may be required.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HEALTH EDUCATION

I.	Required Core Courses	21
	HLTH 503 Research Methods in Health	3
	HLTH 520 Foundations and Methods of Health Education	3
	HLTH 526 Curriculum Development and Program Planning in Health Education	3
	HLTH 528 Evaluation in Health	3
	HLTH 530 Health Issues Seminar	3
	HLTH 565 Foundations of Epidemiology	3
	HLTH 601 Research Seminar in Health	3

- II. Departmental Electives 12
Choose 4 courses, 12 semester hours, from the list of 500-level and 400-level health courses, HLTH designation. The maximum number of credits that can be taken from 400-level courses is six.
- III. Free Elective (a 500-level or higher course in Health Education or any other discipline) 3
- IV. Successful completion of the Health Education Comprehensive Examination
The examination is scheduled for March and October of each year. Prior registration is necessary through completion of application available in the department office. Candidates are limited to three attempts to pass the examination.

Note: The 500-level course descriptions are listed below. For a list of the 400-level courses, please refer to the undergraduate catalog.

HEALTH PROFESSIONS

Course Descriptions

	Semester Hours
HLTH 502 DETERMINANTS OF ENVIRONMENTAL HEALTH	3
Advanced study of health and safety aspects of the environment: air, water, industrial pollution and the impact of expanding population on health problems.	
HLTH 503 RESEARCH METHODS IN HEALTH	3
Theoretical and practical experiences in methods of inquiry, designing of research studies, utilization of various tools for gathering data, statistical analysis of data, and writing of research proposals.	
<i>Prerequisite: HLTH 528.</i>	
HLTH 510 HEALTH EDUCATION WORKSHOP I	1 - 3
For teachers of health education; deeper understandings of subject matter, current methods and techniques for the classroom, and considerations for curriculum development.	
HLTH 511 BIOMEDICAL AND PSYCHOSOCIAL PERSPECTIVES ON DRUGS	3
Examines the complex biomedical and psychosocial dimensions of contemporary drug use, emphasizing consideration of a broad spectrum of physiological responses to and health consequences of involvement. Provides a comprehensive view of the historical and social aspects of drug use, and an analysis of selected major issues presented by our current problems with drugs.	
<i>Prerequisite: Undergraduate course in the study of alcohol and other drugs or permission of instructor.</i>	

HLTH 520 FOUNDATIONS AND METHODS IN HEALTH EDUCATION 3

Study of the scientific historical foundations and the instructional methodologies in health education and health promotion with opportunity for practical application of various methodologies for the achievement of specific objectives.

**HLTH 526 CURRICULUM DEVELOPMENT AND PROGRAM PLANNING 3
IN HEALTH EDUCATION**

Principles and processes of curriculum development, design, implementation and evaluation of health programs for various populations and environmental settings.

Prerequisite: HLTH 520.

HLTH 528 EVALUATION IN HEALTH 3

Provides for an in-depth study of the theories and principles of measurement and evaluation and their application to the field of health education. The theoretical foundations and the practical considerations for proper selection, development and administration of various measuring instruments, and the analysis of their results constitute the focal points of the course.

Prerequisite: A basic course in statistics or in tests and measurement.

HLTH 530 HEALTH ISSUES SEMINAR 3

Provides seminar setting for concentrated study of selected major contemporary health issues. A minimum of five topical areas are presented for analysis and interpretation through extensive readings, pertinent written projects, and directed oral communication.

HLTH 531 INDEPENDENT STUDY IN HEALTH 1 - 4

Under the direction of departmental faculty member. Semester hours determined by the department chairperson following consultation with departmental research committee.

Prerequisite: Departmental approval.

HLTH 540 SELECTED TOPICS IN MENTAL HEALTH 3

Entails use of seminar approach for in-depth analysis of selected topics in mental health. Topics will vary according to class interest, but will include, among others, stress, labeling, racism, sexism, and ageism.

Prerequisite: A basic course in mental health.

HLTH 551 SELECTED TOPICS IN GERONTOLOGY 3

Entails use of seminar approach for in-depth analysis of selected topics in gerontology. Topics will vary according to class interest, but will include, among others, ageism, health problems, loss and diminishment, homelessness and terminal old age.

HLTH 560 HUMAN DISEASES 3

Presents a contemporary view of the major infectious and chronic/degenerative diseases with an emphasis on the principles of causation, process, diagnosis, prevention, and management. Important past and present medical developments are discussed in the context of continuing change, methods and inferences of epidemiologic investigation are studied and the implications of ongoing research are considered. Concludes with an instructional component which addresses methodology and disease specific information resources.

Prerequisite: A basic course in biology.

HLTH 565 FOUNDATIONS OF EPIDEMIOLOGY 3

Provides an understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses by analytical epidemiologic research design, the determination of causality and value of epidemiologic research in developing disease prevention programs.

HLTH 575 THE TEACHING OF HUMAN SEXUALITY 3

Provides for the study of instructional methodologies and resource materials pertaining to human sexuality education. Emphasizes curriculum development, teaching plans, resource selection and the role of the teacher in school and community setting.

Prerequisite: HLTH 290.

HLTH 580 HEALTH POLICY AND POLITICS 3

Provides for the study of politics of health care, health policy issues and the health care delivery system. Special emphasis is placed on health policy as it has evolved in response to sociopolitical and economic factors and expected future trends.

**HLTH 585 ORGANIZATION AND ADMINISTRATION
OF HEALTH CARE FACILITIES 3**

Analyzes organization and administration of health care facilities. Topics include nature of health care facilities, managerial processes, institutional staffing and productivity, social responsibilities, techniques of managerial innovation, funding sources and health facility legislation. Provides practical applications of relevant theory.

HLTH 601 RESEARCH SEMINAR IN HEALTH 3

Provides intensive study of the entire spectrum of research literature in the health professions field. Includes opportunities for analysis and critique of selected research studies and synthesis of research findings for theoretical and practical application.

Prerequisites: HLTH 503 and HLTH 528.

HLTH 603 RESEARCH PROJECT IN HEALTH 3

Provides an intensive research experience for master's degree candidates in health education. It reflects the culmination of coursework and involves the completion of a research document. All candidates must satisfactorily complete an oral examination based on the research experience.

Prerequisites: HLTH 503 and 528.

HUMAN ECOLOGY

Chairperson: Dr. Elaine Flint

Graduate Advisor: Dr. Shahla Wunderlich

The graduate program in Human Ecology offers five professional concentrations: Consumer Affairs, Family Life Education, Family Relations/Child Development, Home Economics Education and Nutrition and Food Science. The program is designed to provide students with advanced study needed for college and university teaching, for leadership positions in various professions in business, for social welfare agencies, for public school and adult education programs, for research, and for extension service.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State University. An individual program of study is developed for each student depending on professional goals and educational background. Students lacking adequate preparation may be required to take additional courses at the undergraduate level as prerequisite to graduate study.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HUMAN ECOLOGY

- I. Required Courses 6-7
 - HECO 507 Research in Human Ecology 3
 - HECO 509 Research Seminar 3
 - OR
 - HECO 698 Master's Thesis 4
- II. Professional Concentration
Select from one of the following concentrations:
 - A. **Consumer Affairs Concentration (15 s.h.)**
 - HEMG 435 Consumer Action 3
 - HEMG 530 Consumer Behavior 3
 - HEMG 531 Family Financial Problems 3
 - HEMG 532 Family and Consumer Economics 3
 - ECON 501 Economic Analysis 3

Specialization -Choose one area of specialization and select 12-13 semester hours from that area that best suits the interest and career goals of the student. The student must consult his/her advisor both in the major and the specialized area before registering for courses. The following are the specialization areas:

Nutrition, Food Science or Foodservice Management
Family Relations/Child Development or Consumer Affairs
Health Education
Legal Studies
Economics
Communication Studies

B. Family Life Education Concentration	
HEFM 503	Program Development in Family Life Education 3
HEFM 514	Child in the Family 3
HEFM 540	Interdisciplinary Study of Family 3
HEFM 542	Dynamics of Family Interaction 3
HEFM 544	Intercultural Study of the Family 3
HEMG 570	Management of Family Resources 3
HECO 508	Independent Study (Topic: Parenting Skills and Resources or Ethical Issues in Sexuality and Family) 3
	Electives (from within the University at the 500 level or above) 4-5
C. Family Relations/Child Development Concentration	
HEFM 503	Program Development in Family Life Education 3
HEFM 514	The Child in the Family 3
HEFM 540	Interdisciplinary Study of the Family 3
HEFM 542	Dynamics of Family Interaction 3
HEFM 544	Intercultural Study of the Family 3
HEFM 445	The Inner City Family 3
	Electives (from within the University at the 500 level or above) 7-8
D. Home Economics Education Concentration	
HECO 501	Seminar in Home Economics Education 3
HECO 590	Selected Topics in Human Ecology 3
HEFM 503	Program Development in Family Life Education 3
HEFM 540	Interdisciplinary Study of the Family 3
HEMG 530	Consumer Behavior 3
HEMG 570	Management of Family Resources 3
	Human Ecology Electives 8
	<i>Recommended courses for students who wish to obtain a secondary endorsement on their initial certification:</i>
HEFM 445	The Inner City Family 3
HEFM 514	Child in the Family 3
HENU 501	Principles of Nutrition 4
E. Nutrition and Food Science Concentration	
HENU 501	Principles of Nutrition 4
HENU 577	Social Marketing in Nutrition 3
HENU 580	New Findings in Nutrition 3
HENU 585	Food and Nutrition Issues 3
	Select one of the following emphasis:
1. Nutrition Education 9
HENU 560	Advanced Nutrition Counseling for Diverse Population Groups 3
HENU 581	Nutrition Education 3
HENU 587	Nutrition Education Practicum 3
2. Nutrition and Food Science Management 9
HENU 557	Food Safety and Sanitation Management 3
HENU 573	Food and Nutrition Regulations and Compliances 3
HENU 583	Nutritional Aspects of Food Processing and Handling 3
III. Comprehensive Examination, both oral and written to be taken after completing 24 semester hours of graduate study. Students must apply to the graduate advisor	

at the beginning of the semester in which the exams will be taken. The comprehensive examination is given each Fall and Spring semester.

- IV. Candidates who choose to write a thesis will register for HECO 698 Master's Thesis for four semester hours credit in lieu of HECO 509 Research Seminar. The comprehensive exam is waived. A thesis defense is required upon the completion of the thesis before the candidate's graduate Thesis Committee.

HUMAN ECOLOGY

Course Descriptions

HECO 501 SEMINAR HOME ECONOMICS EDUCATION 3

Identification of the issues in home economics education at all levels. Trends are analyzed as a basis for managing change in curriculum and instruction. Each participant will design a project and plans for implementation.

HECO 506 SUPERVISION OF HOME ECONOMICS 3

Curricula, current trends, facilities, professional literature and evaluation techniques. Competencies for the role of supervisor analyzed. Provides elective credits toward supervisor's certificate.

HECO 507 RESEARCH IN HUMAN ECOLOGY 3

Designed to provide basic research and statistical literacy so that the student can develop a research proposal in its entirety in human ecology.

Prerequisites: HECO 304; Human Ecology majors only.

HECO 508 INDEPENDENT STUDY 1 - 3

An opportunity to study in-depth areas of human ecology which are not offered in the regular curriculum.

Prerequisite: Departmental approval.

HECO 509 RESEARCH SEMINAR 3

Carrying out a research study on specific problems of limited scope. Work may be taken in the following areas: child and family, family and consumer studies, family housing, foods, nutrition, textiles, clothing or home management.

Prerequisite: HECO 507.

HECO 590 SELECTED TOPICS IN HUMAN ECOLOGY 3

An in-depth study of a current selected topic, issue, or trend in areas such as Consumer Affairs, Family/Child Studies, Home Economics Education, Nutrition, Food Science, Food Management, and Textiles and Apparel. Topics may be interdisciplinary in nature or address a particular discipline. Topics will be announced in the course schedule book.

Prerequisite: Departmental approval.

HECO 698 MASTER'S THESIS 4

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take HECO 699 if they don't complete HECO 698 within the semester.

Prerequisite: Departmental approval.

HECO 699 MASTER'S THESIS EXTENSION 1

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: HECO 698.

HEFM 445 THE INNER CITY FAMILY 3

Sub-cultures residing in large cities. The impact of urbanization, ethnicity, social and economic institutions. Problems which families encounter. Community contact is part of the course. Meets the 1983 General Education Requirement (GER) - Contemporary Issues. Meets the Multicultural Awareness Requirement. Meets the Human and Intercultural Relations Requirement.

Prerequisite: Junior standing.

HEFM 503 PROGRAM DEVELOPMENT IN FAMILY LIFE EDUCATION 3

Analysis of the development of family living programs in public schools and other agencies. Current problems, practices, and trends. Designing and planning for the implementation of innovative programs.

HEFM 514 CHILD IN THE FAMILY 3

An intensive study of the theories and research related to child rearing techniques. Analysis of factors influencing parental practices and their effects on the child.

HEFM 518 FAMILIES, COMMUNITIES, AND SCHOOLS: DIVERSITY, CULTURE, AND DEMOCRACY 3

Provides students with an understanding of how social and cultural influences shape children's development and learning. The relationships among teacher, parent, child, and community as they affect learning will be explored. Methods for developing school/family partnerships will be discussed. Students will learn to take into account issues of child diversity and culturally responsive teaching as they create learning experiences. Cross listed with Early Childhood, Elementary, and Literacy Education, ECEL 518.

HEFM 540 INTERDISCIPLINARY STUDY OF FAMILY 3

Contributions which various academic disciplines (history, anthropology, biology, economics, as well as psychology and sociology) make toward a more comprehensive understanding of family life.

HEFM 544 INTERCULTURAL STUDY OF FAMILY 3

Analytical study of cross cultural regularities and differentials in family structures. Functions and impact of social change on family values and patterns. Varied conceptual approaches to the study of family as well as a broad acquaintance with empirical studies and research.

HEMG 435 CONSUMER ACTION 3

The market place as a social, psychological and economic institution serving consumers. Emphasis on consumer motivation, market organization, pricing and selling strategies: trends and current issues which affect the quality and availability of goods and services.

Prerequisites: ECON 101 or 102 and HECO 304.

HEMG 530 CONSUMER BEHAVIOR 3

Investigating consumer behavior from the consumers' perspective. Emphasis on individual perception, motivation, learning, and personality as well as family organization, social class, subcultures and national economic trends.

HEMG 531 FAMILY FINANCIAL PROBLEMS 3

Study of families with financial concerns and crises. Emphasis on effective use of money to meet families' life styles and alleviate problem areas.

HEMG 532 FAMILY AND CONSUMER ECONOMICS 3

Study of families and consumers from economic perspectives in society. Emphasis on broad implications of economic practices and policies for various groups of families as they function in the marketplace.

HEMG 535 CONSUMER AND FAMILY LAW 3

Laws and policies of institutions which affect family function, relationships and welfare.

HEMG 570 MANAGEMENT OF FAMILY RESOURCES 3

Family as a decision-making unit. Directing its resources for more effective living. Philosophical, psychological, sociological and economic trends which have a direct influence on family's ability to maximize its resource potential and utilization.

HENU 501 PRINCIPLES OF NUTRITION 4

Topics include advanced study of the biochemical and physiological aspects of human nutrition with emphasis on vitamins, minerals, lipids, protein, carbohydrate, water and energy.

HENU 557 FOOD SAFETY AND SANITATION MANAGEMENT 3

This course is offered for those who must understand food sanitation and safety for effective food management and production. The course emphasizes the understanding of food safety and food sanitation risk management and microbial food contaminants as it encompasses changing federal and state compliance regulations including hazard Analysis Critical Control Point (HACCP), good manufacturing practices and Safe, Sanitary Operational Procedures (SSOP).

HENU 560 ADVANCED NUTRITION COUNSELING FOR DIVERSE POPULATION GROUPS 3

Topics include ethnic variations in health care beliefs; culturally sensitive nutrition counseling skills, developmental skills and dietary behaviors of children, adolescents and aging adults and nutrition counseling approaches for these age groups. Six hours of nutrition counseling clinical experience required.

Prerequisite: HENU 482.

HENU 573 FOOD AND NUTRITION REGULATIONS AND COMPLIANCES 3

This course will provide an in-depth understanding of the legal and regulatory compliances of food and dietary supplement products in the united States. Topics will cover issues such as food and dietary supplement products in the United State. Topics will cover issues such as food and food safety regulation, regulatory compliance, Hazard Analysis Critical Control Points (HACCP), International Standards Organization (ISO), the regulation of Genetically Modified Organisms (GMO's), food additives, food labeling, dietary supplements and more recently, the protection of the food supply from bio or chemo terrorism or "food security."

HENU 577 SOCIAL MARKETING IN NUTRITION 3

Social Marketing in Nutrition course entails a comprehensive view of the applications of social marketing in the design, implementation, and evaluation of nutrition education programs. Social marketing is an audience-centered approach that focuses on multiple, reinforcing channels of communication along with environmental changes to influence behavior. Highlights of social marketing will be presented in light of its usefulness and applicability to nutrition education.

Prerequisite: Basic nutrition course or departmental approval.

HENU 580 NEW FINDINGS IN NUTRITION 3

This course enables students to develop detailed and in-depth knowledge of human nutrition, nutrients and their interrelationships. Emphasis is placed on the critical review and analysis of recent development in nutrition research.

Prerequisites: HENU 182, CHEM 109, CHEM 111, and BIOL 243 or equivalent.

HENU 581 NUTRITION EDUCATION 3

This course is designed to provide students with skills for developing, implementing, evaluating and funding nutrition education programs for populations with various demographic characteristics.

Prerequisites: HENU 182, CHEM 109, CHEM 111, and BIOL 243 or equivalent.

**HENU 583 NUTRITIONAL ASPECTS OF FOOD
PROCESSING AND HANDLING 3**

A course designed to study the theory and practice of evaluating food processing from a nutritional standpoint and to compare food availability with the effects that various kinds of processing have on nutrient content. This course is appropriate for graduate students and selected seniors in food and nutrition, food service management, biology, chemistry, and health sciences.

Prerequisites: CHEM 130, and HENU 150, and HENU 182.

HENU 585 FOOD AND NUTRITION ISSUES 3

An investigation of current issues in food and nutrition with an emphasis on consumer, food industry, government and professional perspectives.

Prerequisites: HENU 382.

HENU 587 NUTRITION EDUCATION PRACTICUM 3

The practicum is designed to provide students with planned, supervised experiences in a variety of selected business agencies or organizations where nutrition education skills and competencies can be utilized.

Prerequisites: HENU 580 and 581.

HENU 668 NUTRITION ASSESSMENT 3

This course covers the systematic principles and comprehensive steps of human nutrition assessment. This includes screening of nutritional status, planning nutrition intervention as well as implementation and evaluation of nutrition intervention processes. The tools and techniques used in nutrition assessment will be utilized by the students in this course.

Prerequisites: Anatomy and physiology, Chemistry, Biochemistry, Nutrition, or HENU 501, or departmental approval.

LEGAL STUDIES

Chairperson: Dr. Norma C. Connolly

Graduate Advisor: Dr. Jack Baldwin-LeClair

The Master of Arts in Legal Studies offers a program of study for students seeking advanced preparation in legal studies. It provides academic opportunities leading to career enhancement for legal professionals. The degree offerings are on the cutting edge of specialty areas such as dispute resolution, human resource management, private sector compliance, law office management, legal technology, legal information management, trademark law, ethics, and professional responsibility.

Legal Studies provides graduate instruction through a broad range of topics which develop the student's critical understanding of law. Graduate offerings in Legal Studies are designed:

- To enhance professional development in law-related fields.
- To advance the study of law within the context of an interdisciplinary liberal arts education.
- To provide a more advanced level of legal knowledge in areas such as compliance and human resources.
- To prepare for the technologically sophisticated legal environment of the twenty-first century.
- To develop theoretical and practical knowledge of advocacy and dispute resolution.
- To develop advanced research and writing abilities.
- To enhance analytical and critical thinking skills essential to the legal field.

Students may choose the general program without a concentration or they may choose a concentration in Dispute Resolution, or Governance, Compliance, and Regulation, or Legal Management, Information, and Technology. In the general program, students have the opportunity to enroll in courses from all concentrations. At the end of their course of study, students may choose either to write a thesis or to be tested by comprehensive examination.

The programs of the department of Legal Studies incorporate education in the liberal arts with sound preparation for law-related professions. Many career alternatives are possible for graduates in government, the corporate sector and private arenas. Graduate course work in legal studies serves the needs of a broad range of professionals including:

- Managers; supervisors; human resource directors; claims managers; compliance officers; affirmative action officers; contract managers; law office managers and administrators; government administrators and officials at the federal, state, county and local levels; public and nonprofit administrators; international specialists; and information specialists.
- Paralegal managers; legal assistant/paralegals; human resource officers; investigators; criminal justice professionals; legal advocates for victims of domestic violence, the disadvantaged and the physically and mentally challenged.
- Primary and secondary school teachers desiring education in law or conflict resolution/peer mediation; consultants; newspaper reporters; practitioners in the

field of dispute resolution; professionals who utilize dispute resolution in various forums, such as labor, insurance and financial markets.

In contrast to the Master of Arts in Legal Studies, the Post-Baccalaureate Paralegal Studies Certificate Program is an appropriate course of study for entry level preparation. Students may elect to pursue the Post-Baccalaureate Certificate and also the Master of Arts degree. Contact the Department of Legal Studies for further information.

ADMISSION REQUIREMENTS

Candidates for admission must have a baccalaureate degree from an accredited college or university and meet the university's minimum requirements for the Graduate Records Examination. In addition, candidates for admission to the M.A. in Legal Studies must have a minimum cumulative grade point average of 2.75 for their undergraduate work.

Candidates for the M.A. in Legal Studies having limited familiarity with the legal environment, an introductory law course is a recommended prerequisite. Candidates with marginal credentials may be accorded deferred or conditional matriculation status and permitted to enroll in a maximum of two graduate courses in the program. If they attain a combined minimum grade point average of 3.0 in two Legal Studies graduate courses and meet the other matriculation requirements, they may apply for full matriculation status in the program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES

		Semester Hours
I.	Required Courses	6
	LSLW 501 Ethical and Professional Issues in the Legal Environment	3
	LSLW 511 Research Methods and Analysis	3
II.	Select eight courses from the following	24
	LSLW 512 Statutory and Regulatory Analysis	3
	LSLW 520 Private Civil Responsibility: Contracts and Torts	3
	LSLW 531 Administrative Practice and Procedure	3
	LSLW 538 Trademark Law	3
	LSLW 540 Criminal Trial Preparation	3
	LSLW 541 Advanced Computer Systems in the Legal Environment	3
	LSLW 545 Cyberlaw	3
	LSLW 550 Law Office Management and Technology	3
	LSLW 551 Negotiation Theory and Practice	3
	LSLW 552 Mediation Theory and Practice	3
	LSLW 553 Arbitration and Other Alternative Adjudicative Processes	3
	LSLW 554 Conflict Management and Peer Mediation in Schools	3
	LSLW 555 Family Mediation	3
	LSLW 556 Dispute Resolution in the Workplace	3
	LSLW 557 Law Office Financial Management	3
	LSLW 558 Cross-Cultural Conflict Resolution	3
	LSLW 572 Legal Information Management	3

LSLW 574	Human Rights Law	3
LSLW 578	Legal Aspects of Human Resource Management	3
LSLW 579	Private Sector Compliance with Public Regulations	3
LSLW 580	Field Experience in Legal Studies OR	
LSLW 581	Cooperative Education in Legal Studies	4
LSLW 599	Selected Topics in Legal Studies	3
LSPR 411	Advanced Patent, Trademark and Copyright Law	3
LSPR 420	Advanced Civil Litigation	3
III.	Elective (one course from departmental electives or approved electives outside of department)	3
IV.	Thesis or Comprehensive Examination	
	Students must have completed 27 graduate credits and receive thesis or comprehensive examination approval.	
	For students selecting Thesis option:	
LSLW 698	Master's Thesis	3
	For students selecting Comprehensive Examination option, choose one additional departmental elective.	

Note: Students may not select more than 2 courses from courses at the 400 level.

Total semester hours: 36

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN DISPUTE RESOLUTION

	Semester Hours
I. Required Courses	6
LSLW 501 Ethical and Professional Issues in the Legal Environment	3
LSLW 511 Research Methods and Analysis	3
II. Select five courses from concentration courses:	15
LSLW 551 Negotiation Theory and Practice	3
LSLW 552 Mediation Theory and Practice	3
LSLW 553 Arbitration and Other Alternative Adjudicative Processes	3
LSLW 554 Conflict Management and Peer Mediation in Schools	3
LSLW 555 Family Mediation	3
LSLW 556 Dispute Resolution in the Workplace	3
LSLW 558 Cross-Cultural Conflict Resolution	3
III. Select three courses from departmental electives:	9
LSLW 512 Statutory and Regulatory Analysis	3
LSLW 520 Private Civil Responsibility: Contracts and Torts	3
LSLW 531 Administrative Practice and Procedure	3
LSLW 538 Trademark Law	3
LSLW 540 Criminal Trial Preparation	3
LSLW 541 Advanced Computer Systems in the Legal Environment	3
LSLW 545 Cyberlaw	3
LSLW 550 Law Office Management and Technology	3

LSLW 551	Negotiation Theory and Practice	3
LSLW 552	Mediation Theory and Practice	3
LSLW 553	Arbitration and Other Alternative Adjudicative Processes	3
LSLW 554	Conflict Management and Peer Mediation in Schools	3
LSLW 555	Family Mediation	3
LSLW 556	Dispute Resolution in the Workplace	3
LSLW 557	Law Office Financial Management	3
LSLW 558	Cross-Cultural Conflict Resolution	3
LSLW 572	Legal Information Management	3
LSLW 574	Human Rights Law	3
LSLW 578	Legal Aspects of Human Resource Management	3
LSLW 579	Private Sector Compliance with Public Regulations	3
LSLW 580	Field Experience in Legal Studies	
	OR	
LSLW 581	Cooperative Education in Legal Studies	4
LSLW 599	Selected Topics in Legal Studies	3
LSPR 411	Advanced Patent, Trademark and Copyright Law	3
LSPR 420	Advanced Civil Litigation	3
IV.	Elective (one elective from Department Electives or approved electives outside of the department)	3
V.	Thesis or Comprehensive Examination	
	Students must have completed 27 graduate credits and receive thesis or comprehensive examination approval.	
	For students selecting Thesis option:	
LSLW 698	Master's Thesis	3
	For students selecting Comprehensive Examination option, choose one additional departmental elective.	

Note: Students may not select more than 2 courses from courses at the 400 level.

Total semester hours: 36

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN GOVERNANCE, COMPLIANCE, AND REGULATION

I.	Required Courses	6
	LSLW 501 Ethical and Professional Issues in the Legal Environment	3
	LSLW 511 Research Methods and Analysis	3
II.	Select five courses from concentration courses:	15
	LSLW 512 Statutory and Regulatory Analysis	3
	LSLW 531 Administrative Practice and Procedure	3
	LSLW 545 Cyberlaw	3
	LSLW 553 Arbitration and Other Alternative Adjudicative Processes	3
	LSLW 556 Dispute Resolution in the Workplace	3
	LSLW 572 Legal Information Management	3
	LSLW 574 Human Rights Law	3
	LSLW 577 International Law and Transnational Legal Issues	3
	LSLW 579 Private Sector Compliance with Public Regulations	3

III.	Electives (Select 9 s.h. from the following):	9
	LSLW 512 Statutory and Regulatory Analysis	3
	LSLW 520 Private Civil Responsibility: Contracts and Torts	3
	LSLW 525 Introduction to Jurisprudence	3
	LSLW 531 Administrative Practice and Procedure	3
	LSLW 538 Trademark Law	3
	LSLW 540 Criminal Trial Preparation	3
	LSLW 545 Cyberlaw	3
	LSLW 547 Intellectual Property: Copyright, Licensing, and Advertising .	3
	LSLW 550 Law Office Management and Technology	3
	LSLW 551 Negotiation Theory and Practice	3
	LSLW 552 Mediation Theory and Practice	3
	LSLW 553 Arbitration and Other Alternative Adjudicative Processes	3
	LSLW 554 Conflict Management and Peer Mediation in Schools	3
	LSLW 555 Family Mediation	3
	LSLW 556 Dispute Resolution in the Workplace	3
	LSLW 557 Law Office Financial Management	3
	LSLW 558 Cross-Cultural Conflict Resolution	3
	LSLW 572 Legal Information Management	3
	LSLW 574 Human Rights Law	3
	LSLW 577 International Law and Transnational Legal Issues	3
	LSLW 578 Legal Aspects of Human Resource Management	3
	LSLW 579 Private Sector Compliance with Public Regulations	3
	LSLW 580 Field Experience in Legal Studies	
	OR	
	LSLW 581 Cooperative Education in Legal Studies	4
	LSLW 599 Selected Topics in Legal Studies	3
	LSPR 411 Advanced Patent, Trademark and Copyright Law	3
	LSPR 420 Advanced Civil Litigation	3
IV.	Elective (one elective from Department Electives or approved electives	
	outside of the department)	3
	ANTH 520 Anthropology and International Communication	3
	ANTH 550 Culture Change	3
	APLN 500 Language and Linguistics	3
	APLN 502 Sociolinguistics	3
	APLN 510 Discourse Analysis	3
	APLN 518 Forensic Linguistics	3
	APLN 536 Languages of the USA	3
	COUN 481 The Legal Rights of Women	3
	COUN 559 Dynamics of Group Process	3
	COUN 574 Counseling in Organizations: Employee Assistance Program .	3
	ECON 545 Economics of Labor	3
	ECON 550 Technical Change and International Competition	3
	ELAD 521 Education Law	3
	ELAD 542 Supervisory Skills for Education and Training Personnel	3
	ELAD 545 Leadership Skills in Communication for the Educator/Trainer	3
	ENWR 590 Graduate Writing Seminar	3
	HIST 525 The History of American Labor, 1870-1970	3

HIST	540	Europe as a World Civilization	3
HLTH	585	Organization and Administration of Health Care Facilities	3
INBS	511	Issues in International Management	3
LATN	584	Law in Roman Society	3
MGMT	510	Human Resources Management	3
MGMT	511	Issues in International Management	3
MGMT	520	Managing Global Diversity	3
PHIL	424	Seminar in Philosophy (Contemporary Social Thought)	3
PSYC	554	Psychology of Business and Industry	3
PSYC	558	Personnel Psychology	3
PSYC	570	The Psychology of Human Factors	3
PSYC	571	Organizational Psychology	3
SOCI	562	Social Change	3
SOCI	567	Power and Social Stratification	3
SOCI	581	Sociological Perspectives on Health and Medicine	3
SPCM	526	Theories of Human Communication	3
SPCM	536	Seminar in Persuasion	3
IV. Thesis or Comprehensive Examination			
Students must have completed 27 graduate credits and receive thesis or comprehensive examination approval.			
For students selecting Thesis option:			
LSLW	698	Master's Thesis	3
(Master's Thesis students may continue their thesis progress with			
LSLW 699 Master's Thesis Extension.)			
For students selecting Comprehensive Examination option, choose one additional departmental elective.			
<i>Note: Students may not select more than 2 courses from courses at the 400 level.</i>			
Total semester hours:			36

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN LEGAL MANAGEMENT, INFORMATION, AND TECHNOLOGY

Prerequisite: Computer Applications in the Legal Environment (LSPR 339).
 Equivalent undergraduate course from other institutions may be substituted.

			Semester Hours
I.	Required Courses		6
	LSLW 501 Ethical and Professional Issues in the Legal Environment	3	
	LSLW 511 Research Methods and Analysis	3	
II.	Select five courses from concentration courses:		15
	LSLW 512 Statutory and Regulatory Analysis	3	
	LSLW 541 Advanced Computer Systems in the Legal Environment	3	
	LSLW 545 Cyberlaw	3	
	LSLW 550 Law Office Management and Technology	3	

LSLW 553	Arbitration and Other Alternative Adjudicative Processes	3
LSLW 556	Dispute Resolution in the Workplace	3
LSLW 557	Law Office Financial Management	3
LSLW 572	Legal Information Management	3
LSLW 578	Legal Aspects of Human Resource Management	3
LSLW 579	Private Sector Compliance with Public Regulations	3
III.	Select three courses from departmental electives:	9
LSLW 512	Statutory and Regulatory Analysis	3
LSLW 520	Private Civil Responsibility: Contracts and Torts	3
LSLW 531	Administrative Practice and Procedure	3
LSLW 538	Trademark Law	3
LSLW 540	Criminal Trial Preparation	3
LSLW 541	Advanced Computer Systems in the Legal Environment	3
LSLW 545	Cyberlaw	3
LSLW 550	Law Office Management and Technology	3
LSLW 551	Negotiation Theory and Practice	3
LSLW 552	Mediation Theory and Practice	3
LSLW 553	Arbitration and Other Alternative Adjudicative Processes	3
LSLW 554	Conflict Management and Peer Mediation in Schools	3
LSLW 555	Family Mediation	3
LSLW 556	Dispute Resolution in the Workplace	3
LSLW 557	Law Office Financial Management	3
LSLW 558	Cross-Cultural Conflict Resolution	3
LSLW 572	Legal Information Management	3
LSLW 574	Human Rights Law	3
LSLW 578	Legal Aspects of Human Resource Management	3
LSLW 579	Private Sector Compliance with Public Regulations	3
LSLW 580	Field Experience in Legal Studies	
	OR	
LSLW 581	Cooperative Education in Legal Studies	4
LSLW 599	Selected Topics in Legal Studies	3
LSPR 411	Advanced Patent, Trademark and Copyright Law	3
LSPR 420	Advanced Civil Litigation	3
IV.	Elective (one elective from Department Electives or approved electives outside of the department)	3
V.	Thesis or Comprehensive Examination	
	Students must have completed 27 graduate credits and receive thesis or comprehensive examination approval.	
	For students selecting Thesis option:	
LSLW 698	Master's Thesis	3
	For students selecting Comprehensive Examination option, choose one additional departmental elective.	

Note: Students may not select more than 2 courses from courses at the 400 level.

Total semester hours: 36

LEGAL STUDIES

Course Descriptions

Semester
Hours

LSLW 501 ETHICAL AND PROFESSIONAL ISSUES IN THE LEGAL ENVIRONMENT 3

Examination of ethical and professional issues as they relate to the legal environment. Exploration of different viewpoints and conflicting views. Interrelationships with rules of professional responsibility analyzed and discussed through hypothetical and real ethical dilemmas.

LSLW 511 RESEARCH METHODS AND ANALYSIS 3

Presentation of theory and methods of intellectual inquiry and research. Advanced study of legal research methodology and legal analysis which includes preparation of scholarly legal research papers.

LSLW 512 STATUTORY AND REGULATORY ANALYSIS 3

Study of legislative and administrative processes including the creation, application and interpretation of statutory and administrative law. Required research includes use of primary and secondary legislative and administrative law materials as well as legislative history.

LSLW 520 PRIVATE CIVIL RESPONSIBILITY: CONTRACTS AND TORTS 3

Study of aspects of contract and tort law and their interaction in contemporary business practices, examined in the context of an ever-changing society. Application of common law principles and contract and tort as well as the Uniform Commercial Code. Judicial and legislative roles and reactions to change in the context of the public good and business interests.

LSLW 525 INTRODUCTION TO JURISPRUDENCE 3

To acquaint students with procedural and substantive principles of Jurisprudence as it is developed in American Law. The course will chart the development of basic legal and philosophical principles governing the theory of law through its cultural and constitutional roots through the early 21st century. Special attention will be given to analysis of legal realism and feminist jurisprudence.

LSLW 531 ADMINISTRATIVE LAW 3

A critical analysis of the body of law which regulates government agencies and their relations with the public. Examination of federal and state administrative law, regulations, rules and procedures.

LSLW 538 TRADEMARK LAW 3

Comprehensive study of procedural and substantive aspects of trademark selection, registration, use and protection within the context of intellectual property.

LSLW 540 CRIMINAL TRIAL PREPARATION 3

Preparation and trial of a criminal case as studied through case law, procedures, techniques and strategies. Contrast of New Jersey and Federal criminal procedure. Study of investigation, pleadings, motions, discovery, jury selection, evidentiary problems, direct and cross-examination and summations. Extensive use of simulation exercises.

LSLW 541 ADVANCED COMPUTER SYSTEMS 3

IN THE LEGAL ENVIRONMENT

Application of operation of computer systems, including hardware and software, designed specifically to assist in the practice of law or the management of law office and to provide students with a conceptual basis for evaluation, application and operation of other legal application and systems programs which may become available.

LSLW 545 CYBERLAW 3

To acquaint students with procedural and substantive principles of Internet technology and legal principles which are at the nexus of modern legal practice. To become versed in the theory and practice of intellectual property, criminal law, jurisdictional issues and choice of law relating to commerce, law enforcement, and legal procedure. To teach students to analyze and synthesize legal principles which are at the core of changing World Wide Web technology.

LSLW 547 INTELLECTUAL PROPERTY: COPYRIGHT, 3
LICENSING AND ADVERTISING

To acquaint students with procedural and substantive principles of Intellectual Property Law as it is developed and is practiced in the entertainment field. The course will chart the development of intellectual property in American law from its constitutional roots through the early 21st century. Special attention will be given to analysis of issues in entertainment law involving copyright, licensing, and advertising.

LSLW 550 LAW OFFICE MANAGEMENT AND TECHNOLOGY 3

Theoretical foundations and practical applications of law office management and technology. Hands-on and theoretical problems dealing with work product, human resources, and workflow in assembly, case management, database management, human resource management, and technological interfaces with traditional processes.

LSLW 551 NEGOTIATION THEORY AND PRACTICE 3

In-depth study of negotiation theories and practical applications. Includes an examination and comparison of various negotiation theories and critical skills needed to be an effective negotiator. Extensive role plays. Study of ethical and policy issues. LSPR 308 is recommended as a prerequisite.

LSLW 552 MEDIATION THEORY AND PRACTICE 3

In-depth examination of the theory and practical applications of mediation. Integration of ethical and policy issues and applications through role plays. Study of how the various applications affect the mediation process and the court's role in the development of mediation. LSPR 308 is recommended as a prerequisite.

LSLW 553 ARBITRATION AND OTHER ALTERNATIVE 3
ADJUDICATIVE PROCESSES

In-depth examination of the theory and applications of arbitration and other adjudicative processes. Utilization of role plays to expand student knowledge and ability to understand increasingly complex issues. Examination of policy and ethical issues and exploration of case law research. LSPR 308 is recommended as a prerequisite.

LSLW 554 CONFLICT MANAGEMENT AND PEER MEDIATION IN SCHOOLS 3

Comprehensive study of the theory and application of interpersonal conflict resolution processes between and among individual students and groups of similar status in primary, secondary and higher education.

LSLW 555 FAMILY MEDIATION 3

Theoretical and practical aspects of mediation in the family law context. Overview of the laws which govern and affect the formation, maintenance and dissolution of the family unit. Study of the increasingly important role of family mediation both privately and within the judicial structure. Integration of ethical and practical considerations and enhancement of student understanding through role plays and independent research. LSLW 552 is recommended as a prerequisite.

LSLW 556 DISPUTE RESOLUTION IN THE WORKPLACE 3

Critical study of procedural and substantive legal principles of dispute resolution in the workplace. Exploration of procedures such as negotiation, mediation, arbitration, fact finding, and grievance resolution through collective bargaining which is the core of dispute resolution in both private and public sector employment. LSLW 551 is recommended as a prerequisite.

LSLW 557 LAW OFFICE FINANCIAL MANAGEMENT 3

To acquaint students with the various types, applications, and procedures of financial management in the legal environment. To explore the various financial, timekeeping, and accounting controls which are at the core of the law office efficiency. To become knowledgeable about various state Rules of Professional Conduct as they affect legal practice. To teach students to manage accounts receivable, financial ledgers, disbursements, and various required journals manually and using computer software.

LSLW 558 CROSS-CULTURAL CONFLICT RESOLUTION 3

Intensive study and application of theories and techniques of cross-cultural conflict resolution. Examination of issues of race, ethnicity, gender, religion, and sexual preference within the context of dominant Western culture. LSLW 552 is recommended as a prerequisite.

LSLW 572 LEGAL INFORMATION MANAGEMENT 3

Study of theoretical aspects of information theory in the legal environment with application to the problem method of analysis. This course will examine the compilation and analysis of legal information from automated litigation support through computer-assisted legal research.

LSLW 574 HUMAN RIGHTS LAW 3

To acquaint students with procedural and substantive principles of Human Rights Law in the international arena. The course will chart the development of Human Rights Law in various cultures from the Judaic and Greek eras through the enlightenment to the 20th century. Special attention will be given to analysis of disputes involving native populations and minority rights as they are affected by the United Nations Charter, Treaties, and Conventions. Issues of criminal, commercial and individual rights will be considered.

LSLW 577 INTERNATIONAL LAW 3

To acquaint students with procedural and substantive principles of International Law as it has developed and is practiced under the United Nations Charter, Conventions, Accords, Protocols, and Agreements. The course will chart the development of International Law from its roots in early legal and cultural traditions through the early 21st century. Special attention will be given to analysis of issues of international compliance and regulatory issues.

LSLW 578 LEGAL ASPECTS OF HUMAN RESOURCE MANAGEMENT 3

In-depth study of procedural and substantive legal principles of human resource management. Exploration of the various procedures which can and should shape the work environment in both private and public employment.

LSLW 579 PRIVATE SECTOR COMPLIANCE WITH PUBLIC REGULATIONS 3

In-depth study of federal and state requirements of compliance with public regulations in the areas of labor, employment, employee benefits, affirmative action, equal pay, and other federal and state mandated policies. Exploration of the interplay of various statutory and common law requirements governing private organizations which function in the United States.

LSLW 580 FIELD EXPERIENCE IN LEGAL STUDIES 3

Application of academic theories to compensated field experience of 120 hours over a semester in a legal environment reflective of the student's course of study. Research of issues related to placement and/or ethical issues.

Prerequisites: Completion of a minimum of LSLW 501, LSLW 511 and 18 additional credits towards the M.A..

LSLW 581 COOPERATIVE EDUCATION IN LEGAL STUDIES 3

Application of academic theories to compensated field experience of 20 hours per week in a legal environment reflective of the student's course of study. Research of issues related to placement and/or ethical issues.

Prerequisites: Completion of a minimum of LSLW 501, LSLW 511 and 18 additional credits toward the M.A. degree and departmental approval.

LSLW 588 INDEPENDENT STUDY IN LEGAL STUDIES 1-4

To allow students and faculty to create courses of study within the discipline of Legal Studies which more precisely reflect students needs and to supplement concentration courses with other courses which more fully educate students according to their specific educational needs.

LSLW 590 ENVIRONMENTAL LAW AND POLICY 3

The goal of this course is to provide students with the theoretical foundations and practical applications of Environmental Law. The course will utilize a model and method approach, which will present theory and procedure in a case problem context. The course will acquaint students with various traditional legal theories and compare and contrast them with law as it has evolved to meet new changes in society.

LSLW 599 SELECTED TOPICS IN LEGAL STUDIES 3

Examination of a current topic in the legal environment that is of significance. Analysis of theoretical foundations and practical applications in the area studied. Development of the ability to critically analyze, observe, and research the topic under examination, as well as prepare a research paper.

LSLW 698 MASTER'S THESIS 4

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take LSLW 699 if they don't complete LSLW 698 within the semester.

Prerequisite: Departmental approval.

LSLW 699 MASTER'S THESIS EXTENSION 1

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: LSLW 698.

LINGUISTICS

Chairperson: Dr. Eileen M. Fitzpatrick

Graduate Advisor: Dr. Milton S. Seegmiller

The M.A. in Applied Linguistics prepares students for careers in a variety of professions where an understanding of language is essential. Students may choose to concentrate their studies in one of several areas; among these are second language learning and teaching, TESL, discourse analysis, computational linguistics, language policy and language planning. As an example, students who are interested in the interaction between language and society might choose to take APLN 530 Language Policy and Language Planning, APLN 532 Language and Culture, and APLN 534 Languages in Contact as three of their electives. Certification in Teaching English as a Second Language (TESL) as a second teaching field is available for students who already hold certification in another field. A certificate in Teaching English to Speakers of Other Languages is also available. See index for a description of the TESOL certificate.

Students in other programs may elect Linguistics courses with their advisor's prior approval.

CERTIFICATION IN TEACHING ENGLISH AS A SECOND LANGUAGE AS A SECOND TEACHING FIELD

To be eligible for certification in Teaching English as a Second Language (TESL) as a second teaching field, students must complete a course of study of 18 semester hours. Interested students should contact the Linguistics Department for the list of required courses.

ADMISSION REQUIREMENT

Candidates must fulfill the criteria for graduate matriculation at Montclair State University listed in this catalogue (Admission to Graduate Study). After they have been accepted, candidates will consult with the Graduate Advisor in the Linguistics Department to plan their individual programs of study.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED LINGUISTICS

The M.A. in Applied Linguistics requires the successful completion of 36 semester hours, a comprehensive exam, and a 1 semester hour research requirement (described below in IV). The 36 semester hours of course work include a core of 18 semester hours required of all students. The remaining 18 semester hours will be chosen from among the approved electives in consultation with the Graduate Advisor.

	Semester Hours
I. Required Courses	18
* APLN 500 Language and Linguistics	3
APLN 502 Sociolinguistics	3
APLN 504 Syntax	3

APLN 505	Semantics and Pragmatics	3
APLN 506	Phonetics and Phonology	3
APLN 508	Research Design in Applied Linguistics	3
*Waived for students with a background in linguistics; an additional elective is to be taken.		
II.	Electives-Group I	6
Students select at least 2 of the following 7 courses:		
(Additional courses taken from Group I will also count towards a student's electives.)		
APLN 510	Discourse Analysis	3
+APLN 520	Current Theories of Second Language Acquisition	3
APLN 530	Language Policy and Language Planning	3
APLN 540	Literacy	3
APLN 550	Computational Linguistics	3
APLN 560	Translation Theory	3
APLN 570	The Structure of American Sign Language	3
III.	Electives-Group II	12
Students elect 4 courses from the list below and/or from the above list:†		
APLN 512	Cross-Cultural Discourse Analysis	3
APLN 518	Forensic Linguistics	3
APLN 522	Sociocultural Theory and Second Language Acquisition/Learning	3
+APLN 524	Advanced Structure of American English	3
+APLN 525	Methodology of Teaching ESL	3
APLN 526	Computer-Assisted Language Instruction	3
APLN 528	Language Testing and Assessment	3
+APLN 532	Language and Culture	3
APLN 534	Languages in Contact	3
APLN 535	Language Policy in Nations in Transition	3
APLN 536	Languages of the U.S.A.	3
APLN 538	Cross-Cultural Perspectives on Language Socialization	3
APLN 542	Cross-Cultural Perspectives on Literacy	3
APLN 544	Linguistics and Reading	3
APLN 552	Current Issues in Natural Language Processing	3
APLN 565	Lexicography	3
APLN 590	Selected Topics in Applied Linguistics	3
APLN 594	Independent Study	3
APLN 596	Independent Study	3

+Students interested in completing certification in TESL as a second teaching field must take these electives from Group I and from Group II. APLN 529 TESL Practicum does not count as an elective for the M.A. in Applied Linguistics but is a New Jersey State Requirement for TESL certification as a second teaching field.

† In consultation with the Linguistics Department's Graduate Advisor, students may elect to take up to 3 courses from a list of appropriate courses offered by other departments.

IV. Research Requirement	
APLN 605 Independent Research	1
<i>(A grade of no credit (NC) will be used until the research is completed; may be repeated 3 times.)</i>	

All students are required to do an original piece of linguistics research in order to complete their M.A. in Applied Linguistics. This research is to be presented in the form of a paper of at least 30 pages. The paper may be a revision of one written for a graduate course in Linguistics. The paper will be read and approved by the faculty member supervising the independent research as well as by two other faculty members; one of the other two faculty can be from outside of the Linguistics department. A twenty-minute oral presentation of the research will be given by the student at an annual Linguistics Department Colloquium.

V. Comprehensive Examination	
	Total semester hours: 37

Linguistics

Course Descriptions

	Semester Hours
APLN 500 LANGUAGE AND LINGUISTICS	3
An overview of the study of language and linguistics intended to provide students with a clear understanding of human language and with the conceptual foundations of linguistics. The course will expose students to several major areas within linguistics: language acquisition, phonetics, phonology, morphology, syntax, semantics and pragmatics. It will introduce the major tenets and principles of linguistics without surveying the areas treated in the other graduate courses in the department. It is a prerequisite for all other courses in the M.A. program.	
APLN 502 SOCIOLINGUISTICS	3
The study of language in its social context with a focus on language variation. Topics include language and social class, language and ethnicity, language and gender, and the study of standard versus nonstandard varieties of language. <i>Prerequisite: APLN 500.</i>	
APLN 504 SYNTAX	3
An investigation of the findings of theoretical syntax and the valuable insights which these provide for syntactic analysis in language teaching, for language-learning texts, for translation, for work in artificial intelligence, etc. <i>Prerequisite: APLN 500.</i>	

APLN 505 SEMANTICS AND PRAGMATICS 3

An exploration of the main tenets of contemporary semantics and pragmatics, the areas of linguistics that examine various aspects of meaning. The course investigates the boundaries between semantics and pragmatics by studying utterance meaning as well as lexical and sentence meaning. Students will learn about the applications of semantics and pragmatics to a variety of areas of applied linguistics.

Prerequisite: APLN 500.

APLN 506 PHONETICS AND PHONOLOGY 3

The study of the basic principles of phonetics and phonology, and the relevance of these principles to a variety of applications, including foreign-language teaching, speech pathology, and the analysis and synthesis of speech by computer.

Prerequisite: APLN 500. Special fee.

APLN 508 RESEARCH DESIGN IN APPLIED LINGUISTICS 3

A course to train students in research design, methodology and data collection procedures. Students learn skills which prepare them for administrative and research positions in fields such as language planning, ESL curriculum evaluation and language learning measurement.

Prerequisite: APLN 500.

APLN 510 DISCOURSE ANALYSIS 3

An investigation of the techniques used in discourse analysis, the branch of linguistics which studies how to analyze naturally occurring connected speech. Discourse analysis is the study of the organization of language above the sentence level including the structure of conversations. It considers language in a social context, in particular the language used in verbal interactions.

Prerequisite: APLN 500.

APLN 512 CROSS-CULTURAL DISCOURSE ANALYSIS 3

A discourse analytic examination and comparison of the verbal practices and communicative strategies of different linguistic, social and cultural groups. Students will broaden their understanding of discourse analysis by investigating verbal interactions that take place in different languages and within a variety of cultural contexts.

Prerequisites: APLN 510.

APLN 518 FORENSIC LINGUISTICS 3

The study of the role of the linguist in the field of law. The course analyzes the difference between "truth" as defined by science and by the law. It describes how linguists can serve as "expert witnesses" in civil cases and in a wide range of criminal investigations. It also explores how dialect study, discourse analysis, lexical analysis, phonetics, pragmatics, etc. can provide linguistic evidence crucial to litigation.

Prerequisite: APLN 500.

**APLN 520 CURRENT THEORIES OF
SECOND LANGUAGE ACQUISITION 3**

An in-depth analysis of the processes of child and adult second language acquisition (SLA) and how it differs from first language acquisition and the implications of these theories for the teaching and learning of second languages. The application of sociolinguistics and psycholinguistics to language teaching.

Prerequisite: APLN 500.

APLN 522 SOCIOCULTURAL THEORY AND SECOND LANGUAGE ACQUISITION/LEARNING 3

An examination of the basic tenets of sociocultural theory of mind and their application to various aspects of second language acquisition/learning. The results of recent studies present evidence that collaborative mental activity carried out through linguistic means promotes second language learning. At the core of this theory is the principle of linguistically mediated cognition; that is, growth in mental abilities is mediated through language working in collaboration with others.

Prerequisite: APLN 500.

APLN 524 ADVANCED STRUCTURE OF AMERICAN ENGLISH 3

A detailed analysis of the phonological and grammatical structures of American English; advanced study of the social and stylistic varieties of American English; various theories of English grammar are studied.

Prerequisite: APLN 500.

APLN 525 METHODOLOGY OF TEACHING ESL 3

The study of current issues in the teaching of English as a Second Language. Issues may include innovative teaching methodologies, the application of language learning theories to classroom teaching and the adaptation and development of instructional materials.

Prerequisite: APLN 500.

APLN 526 COMPUTER-ASSISTED LANGUAGE INSTRUCTION 3

Designed for prospective and experienced foreign language and ESL teachers who are interested in exploring the following areas: the use of networked-based computer instruction; authentic interactive language instruction via the World Wide Web; and the use and evaluation of currently available software and CD Roms for teaching second and foreign languages. This course is intended to introduce students to the use of computer-mediated language instruction and to the evaluation and selection of software for language learning.

Prerequisite: APLN 500. Special fee.

APLN 528 LANGUAGE TESTING AND ASSESSMENT 3

Basic concepts of testing: reliability, validity, correlation, etc. Statistical concepts: correlation coefficient, standard deviation, etc. Testing individual language skills: listening, reading, writing and oral proficiency. Testing communicative competence. Measuring language dominance in bilingualism.

Prerequisites: APLN 520, and 525.

APLN 529 TESL PRACTICUM 3

To provide students who are seeking certification in Teaching English as a Second Language (TESL) as a second teaching field, with an opportunity to teach ESL in a formal classroom setting. Arrangements will be made on an individual basis for each student.

Prerequisites: Completion of other required courses for TESL certification. APLN 525 may be taken as a corequisite.

APLN 530 LANGUAGE POLICY AND LANGUAGE PLANNING 3

The study of the problems facing multilingual societies. The course explores the function of standard languages and the competition which often exists among different populations and languages. Topics include the role of language in ethnic loyalty, the dynamics of language loss and maintenance and the linguistic, economic, sociological, political and educational aspects of language planning.

Prerequisite: APLN 500.

APLN 532 LANGUAGE AND CULTURE IN MINORITY EDUCATION 3

An investigation of the intimate connection between language, culture, and ethnic pride and identity. Study of the communication problems faced by bilingual children due to differences in verbal and nonverbal patterns of communication; survey of various instructional methods and models employed in teaching children from different linguistic and cultural backgrounds; study of the correlation between language and various socio-cultural factors.

Prerequisite: APLN 500.

APLN 534 LANGUAGES IN CONTACT 3

A study of the effects of bilingualism and multilingualism on society and on the languages involved. By examining a variety of examples, students become familiar with the possible outcomes of language contact and with the factors that play a role in language-policy decisions in multilingual societies. Pidgins and creoles are also studied.

Prerequisite: APLN 500.

APLN 535 LANGUAGE POLICY IN NATIONS IN TRANSITION 3

This course explores the language policy issues that arise in nations in transition, the ways in which such countries have dealt with or are dealing with these issues, and the outcomes of their actions. The general approach will be to examine a variety of contemporary and historical case studies, i.e. cases of language policy formation in developing countries around the world.

Prerequisite: APLN 500.

APLN 536 LANGUAGES OF THE USA 3

A survey of the indigenous, colonial, and immigrant languages of the U.S., and how they are used in education and general communication. Also studied are factors affecting the maintenance or loss of languages and the shift from native languages to English with discussion of the mutual effects of language contact.

Prerequisite: APLN 500.

**APLN 538 CROSS-CULTURAL PERSPECTIVES ON
LANGUAGE SOCIALIZATION 3**

A cross-cultural analysis of how children are socialized to use language and how children are socialized through the use of language. Investigates how children learn about their culture through learning their language. Connects the phenomenon of language acquisition to the belief-system and family structure within a society.

Prerequisite: APLN 500.

APLN 540 LITERACY 3

An exploration of the nature of written language and its role in cognition and in social and intellectual life. The linguistic, psychological, and functional differences between speaking, writing, and reading are studied. Literate and non-literate societies are examined.

Prerequisite: APLN 500.

APLN 542 CROSS-CULTURAL PERSPECTIVES ON LITERACY 3

An overview of how reading and writing are acquired among various societies throughout the world and what educational implications this knowledge has in applied contexts, such as in the teaching of English as a Second Language.

Prerequisite: APLN 500.

APLN 544 LINGUISTICS AND READING 3

A study of the insights into the reading process provided by the linguist's description of what the speaker knows about language; an analysis of what the process of language acquisition tells us about the process by which children learn to read; an investigation of the connection between dialect differences and reading difficulties and an exploration of the contribution that linguistics makes for teaching second language learners to read English.

Prerequisite: APLN 500.

APLN 550 COMPUTATIONAL LINGUISTICS 3

A survey of the field of existing computer systems for analyzing natural language. The following areas are covered: parsing, semantic analysis and discourse analysis. Students will be required to analyze human language using a specific programming language such as PROLOG, LISP or Pascal.

Prerequisite: APLN 500. Special fee.

APLN 552 CURRENT ISSUES IN NATURAL LANGUAGE PROCESSING 3

An investigation of the two methodologies that dominate speech and natural language processing: rule-based and probabilistic system design. The two methodologies will be compared in light of their suitability for language processing applications in syntactic and morphological analysis, speech synthesis and recognition, and text classification and information retrieval.

Prerequisite: APLN 500.

APLN 553 TEXT ANALYSIS TOOLS 3

An introduction to the computer analysis of text for use in research and teaching. Students learn to develop software to search and manipulate written text and transcribed speech. Applications in computer assisted language learning, corpus linguistics, lexicography, and translation are considered.

APLN 560 TRANSLATION THEORY 3

An exploration of the principles involved in providing semantic "equivalents" between two languages, emphasizing the problems of translating a variety of different types of texts which reflect major cross-cultural differences.

Prerequisite: APLN 500. Special fee.

APLN 565 LEXICOGRAPHY**3**

The study of the principles of compiling dictionaries. Topics include: the collection and evaluation of citations, semantic fields, defining, recording pronunciations, and determining usage. Attention will be paid to the differences among different types of dictionaries. Sample dictionaries are examined and students carry out their own lexicographic project.

Prerequisite: APLN 500.

**APLN 570 THE STRUCTURE OF AMERICAN
SIGN LANGUAGE****3**

The study of American sign language, or ASL, the manual language of many deaf Americans. This course approaches ASL from a linguistic perspective, examining its semantics, grammar, and "phonology", and comparing ASL with English and other spoken languages. ASL is also compared with other manual languages used in America, including signed English and "total communication". The educational implications of ASL and other manual languages are discussed.

Prerequisite: APLN 500.

APLN 590 SELECTED TOPICS IN APPLIED LINGUISTICS**3**

An intensive study in a particular area of applied linguistics to address topics not covered in other courses. Topics reflect current issues in applied linguistics.

Prerequisite: APLN 500.

APLN 594 INDEPENDENT STUDY**1-3**

This course allows MA students to explore areas in Applied Linguistics that are not covered in the normal course offerings. May be repeated for a maximum of six credits.

Prerequisites: Departmental approval.

APLN 596 INDEPENDENT STUDY**1-3**

This course allows MA students to explore areas in Applied Linguistics that are not covered in the normal course offerings. May be repeated for a maximum of six credits.

Prerequisites: Departmental approval.

APLN 605 INDEPENDENT RESEARCH**1**

Independent research on an approved topic in Applied Linguistics. For this requirement, students study an original topic, prepare a formal written paper of at least thirty pages, and make an oral presentation at a Linguistics Department colloquium. The paper must be read and approved by three faculty members. A grade of no credit (NC) will be used until the research is completed; may be repeated 3 times.

Prerequisites: All other required courses for the M.A. degree in Applied Linguistics; departmental approval.

MATHEMATICS

Chairperson: Dr. Helen M. Roberts

Graduate Coordinator: Dr. Thomas E. Williamson

The Department of Mathematical Sciences offers an MS in Mathematics with four different concentrations and an MS in Statistics. The Statistics degree will be discussed under Statistics. In addition, the department contributes to the Ed.D. in Pedagogy by offering the specialization in Mathematics Education. The Mathematics Education specialization and course descriptions are described under Pedagogy (Ed.D.).

The Master of Science degree in Mathematics is offered with concentrations in computer science, mathematics education, pure and applied mathematics, or statistics. Concentrations consist primarily of taking four to six courses in the area of the concentration. The master's degree in mathematics with a computer science concentration differs from the MS degrees in Computer Science, as does the master's degree with a statistics concentration differ from the MS in Statistics. The MS in Computer Science is discussed under Computer Science and the MS in Statistics is discussed under Statistics. The Mathematics degrees are discussed below. The MS degrees in Mathematics with concentrations in computer science, pure and applied mathematics, and statistics provide students with the advanced material needed for positions of leadership in business, industry and government as well as for teaching at the high school and community college level. The concentration in mathematics education will upgrade the skills of teachers and offers a special combination of courses in mathematics, mathematics education and the use of technology in mathematics education. This degree does not lead to certification. All the concentrations prepare students to pursue doctoral degrees.

At present, 24 full-time faculty members are teaching graduate courses in pure and applied mathematics, mathematics education or statistics. Our curriculum in mathematics has extensively integrated modern methods of computing. The special interests of the faculty include algebra, analysis, applied statistics, chaos theory, combinatorics, dynamical systems, game theory, graph theory, logic, mathematical modeling, mathematics/computer science education, mathematical economics, methods and techniques of teaching mathematics, modeling in the biological, chemical and physical sciences, operations research, problem solving, representation theory, statistical computing and graphics, voting theory, and the use of technology in education. Our faculty in mathematics education are known throughout the world.

Computer facilities comprise access to a Sun Microsystems network consisting of Sun Fire and Enterprise servers. Sun Ultra and Sun Blade workstations are available to students and faculty. Some of the UNIX software packages and programming languages available include: Java, C, C++, Fortran 90 and 77, interpreters in Prolog and ML, PHP, Perl, Tcl, Rational Suite Development Studio, SAS, Maple, Netscape, Star Office, LaTeX, S-Plus, and Oracle Database. Legacy software packages are available through the campus VAX network and include: ADA, Basic, C, C++, COBOL, FORTRAN, GPSS, Ingress, Lisp, Macro, Maple, Minitab, Pascal, Prolog, SAS, SAS Graphics, SPSSX, and SPSS Graphics. Students have access to a 20 workstation Sun Microsystems computerlab conveniently located in the same building as the Mathematics department. Remote connectivity to CSAM's UNIX network is universally available from campus computer laboratories as well as from off campus. Campus computer labs commonly have both PC

and Macintosh computers and offer a standard set of applications, some of which include: Microsoft Office, SPSS, Netscape and Internet Explorer. MSU hosts its own ISP dial-up access, which is available to all faculty and students within its calling area. The College of Science and Mathematics maintains an independent computer support operation consisting of a system administrator and student technicians. This support is specialized towards resolving CSAM related computing issues, and is provided in addition to the campus computer Helpdesk. The campus computer Helpdesk is available for regular and extended hour telephone and in-person support.

ADMISSION REQUIREMENTS

1. All students must meet the admissions requirements for graduate study at Montclair State University.
2. An applicant for the Master of Science degree in Mathematics must present an undergraduate mathematics major or at least 30 semester hours in mathematics from an accredited institution. Courses in a related area that have substantial mathematics content may be submitted toward this requirement. Applicants whose undergraduate preparation is deficient in either depth or breadth will be required to complete certain courses which will not carry graduate degree credit.

A candidate for the Master of Science degree in Mathematics must consult the graduate coordinator of the department before matriculation since the choice of graduate courses must be adjusted to the level of preparation in undergraduate work. All the degree programs in Mathematics are 33 credit programs. The student's work program listing course requirements is prepared in consultation with the graduate coordinator. Up to six semester hours can be taken at the senior (400) level. In order to be awarded a Master of Science degree in Mathematics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematical Sciences. In addition a student must have a passing grade on a comprehensive examination based on the core courses. Students are required to have a 3.0 grade point average and to have completed a minimum of 12 degree bearing credits in order to be eligible to take the comprehensive examination.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN MATHEMATICS

MS Mathematics Computer Science Concentration

	Semester Hours
I. Computer Science Courses	12
Three courses selected from:	
CMPT: 580, 581, 583, 586	
One additional course selected from:	
CMPT: 580-599, 680-699 or MATH: 560	

- II. Mathematics and/or Statistics Electives 15
 Courses selected from:
 MATH: 420-469; 520-569, 580-599; 620-669, 680-699
 STAT: 440-449; 541-549; 640-649
 At least 12 semester hours must be at the 500 level. MATH 425 and 426, and either 431 or 436 and either STAT 440 or 443 must be elected if not taken previously. At most, 6 s.h. can be taken at the 400 level.
- III. Free Electives 6
- IV. Comprehensive Examination: Two hour examination in Computer Science and one hour examination chosen from Algebra, Analysis, Applied Mathematics, or Statistics.

**MS Mathematics
 Mathematics Education Concentration**

- | | Semester
Hours |
|--|---------------------------|
| I. Mathematics Education | 12 |
| Four courses selected from: | |
| MATH: 510-517*, 570-579 | |
| with at least one course selected from each of the following three groups: | |
| Group A MATH: 570, 571, 572, 573 | |
| Group B MATH: 515, 574, 575, 579 | |
| Group C MATH: 512, 513, 514*, 516*, 517* | |
| II. Mathematics and/or Statistics Electives | 15 |
| Five courses selected from MATH 420-469, STAT 440-449, MATH 520-569, 580-599, STAT 541-549, or CMPT 570-599 with at least 9 s.h. at the 500 level. At most, 6 s.h. can be taken at the 400 level. Students must take courses from at least 3 of the following 7 areas: | |
| Algebra: MATH: 431, 531, 532, 535, 536 | |
| Analysis: MATH: 425, 426, 521, 522, 525, 526 | |
| Applied Mathematics Continuous: | |
| MATH: 420, 560, 564, 566, 568 | |
| Applied Mathematics Discrete: MATH: 464, 465, 569, 580, 581, 584 | |
| Statistics: MATH: 540 | |
| STAT: 440, 443, 541-549, 640-649 | |
| Geometry: MATH: 428, 450, 551, 554, 555 | |
| Computer Science: CMPT: 570-599, 670-699, | |
| MATH: 514*, 516*, 517* | |
| MATH 425 and 431 must be elected if equivalent courses have not been taken previously. | |
| III. Free Electives | 6 |
| IV. Comprehensive Examination: Mathematics Education (courses from Groups A and B) and a specialty selected from Algebra, Analysis, Computer Science or Statistics. | |

*MATH 514, 516, or 517 may count for credit as a Mathematics elective or as a Mathematics Education elective, but not for both.

Note: *The Ed.D. in Pedagogy, Mathematics Education specialization is described under Pedagogy (Ed.D.).*

**MS Mathematics
Pure and Applied Mathematics Concentration**

	Semester Hours
I. Pure Mathematics	12
Algebra: MATH: 531-532 or MATH: 535-536	
Analysis: MATH: 521-522 or MATH: 525-526	
II. Applied Mathematics	6
Two courses selected from:	
MATH: 560, 564, 580, 581, 584	
III. Mathematics and/or Statistics Electives	15
In addition to any of the remaining courses listed above, any of the courses numbered MATH 520-569, 580-599, 620-669, 680- 699; STAT 541-549, 640-649, including but not limited to: MATH 540, 566, 568, 569; STAT 541, 548. Alternative electives (e.g. MATH 420-469; STAT 440-449; CMPT 570-599, 670-699) are encouraged and may be substituted with prior written approval of the graduate coordinator. MATH 425 and 431 must be elected if not taken previously. At most, 6 s.h. may be taken at the 400 level.	
IV. Comprehensive Examination: Three hour written examination in Algebra, Analysis and Applied Mathematics.	

**MS Mathematics
Statistics Concentration**

	Semester Hours
I. Statistics Courses	12
STAT: 541, 543, 544, 548	
II. Mathematics and/or Statistics Electives	15
Courses selected from:	
MATH: 420-469; 520-569, 580-595; 620 -669, 680-699	
STAT: 440-449; 541-549, 640-649	
CMPT: 570-597, 670-699	
At least 12 semester hours must be at the 500 level. MATH 425 and 426 and either STAT 440 or 443 must be taken if equivalent courses have not been taken previously. At most, 6 s.h. may be taken at the 400 level.	
III. Free Electives	6
IV. Comprehensive Examination: Two hour examination in Statistics and a one hour examination chosen from Algebra, Analysis or Computer Science.	

MATHEMATICS

Course Descriptions

	Semester Hours
MATH 501 MATHEMATICS FOR COMPUTER SCIENCE I	4
Sets, relations, functions, graphs, trees, propositional calculus, induction and recursion, applications to computer science. May not be used for credit by Mathematics or Computer Science majors.	
<i>Prerequisite: Permission of graduate coordinator.</i>	
MATH 502 MATHEMATICS FOR COMPUTER SCIENCE II	4
An introduction to linear algebra, vectors, matrices, counting rules, probability theory, random variables, Poisson and binomial distribution, with applications to computer science. May not be used for credit by Mathematics and Computer Science majors.	
<i>Prerequisite: Permission of graduate coordinator.</i>	
MATH 503 MATHEMATICS FOR COMPUTER SCIENCE III	3
Differential and integral calculus, infinite series, applications to computer science. May not be used for credit by Mathematics and Computer Science majors .	
<i>Prerequisites: Permission of graduate coordinator.</i>	
MATH 510, 511 WORKSHOP IN MATHEMATICS	3 each
EDUCATION I, II	
Specific contemporary topics and current issues in school mathematics. May be repeated four times for a total of 15 credits as long as the topic is different.	
<i>Prerequisite: Permission of graduate coordinator.</i>	
MATH 512 TECHNOLOGY IN THE MIDDLE GRADES	3
MATHEMATICS CURRICULUM	
This course is designed to provide experiences in the integration of technology into middle grades mathematics classes. The primary emphases are on the analysis and evaluation of software addressing the middle grades mathematics courses. Other topics include the use of spreadsheets, fraction and graphing calculators, data probes, and hand-held digital assistants as problem-solving tools to enhance the teaching/learning process. The course also includes current literature describing exemplary models and practices in the use of technology in the mathematics classroom.	
<i>Prerequisite: Permission of graduate coordinator. Special fee.</i>	
MATH 513 COMPUTER SCIENCE CONCEPTS FOR	3
HIGH SCHOOL TEACHERS	
This course is specifically designed to help high school mathematics teachers prepare to use the microcomputer as a tool in their classrooms. Topics include an introduction to computer literacy, elements of BASIC programming, the evaluation of commercial software, the appropriate use of the software and a survey of relevant professional literature. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.	
<i>Prerequisite: Permission of graduate coordinator.</i>	

MATH 514 ADVANCED PLACEMENT COMPUTER SCIENCE CONCEPTS 3

This course is specifically designed to help senior high school teachers prepare to instruct the AP course in computer science. Topics include the problem solving process, good programming style, the syntax of the current AP language, and their applications to computer science. Additional topics include algorithms, data structures, procedures, program design, sorting and searching. Minimal prior knowledge of a high level language is assumed. May not be used for credit for Computer Science majors.

Prerequisite: Permission of graduate coordinator.

MATH 520 SET THEORY 3

Historical development, paradoxes, ordered sets, Schroder-Bernstein theorem, axiom of choice, transfinite induction, cardinal and ordinal numbers.

Prerequisite: MATH 222 Calculus III and permission of graduate coordinator.

MATH 521, 522 REAL VARIABLES I, II 3 each

Real number system, Lebesgue measure and integration, differentiation, Fourier series, LP, metric, normed vector, Banach and Hilbert spaces.

Prerequisites: MATH 426 Advanced Calculus II and permission of graduate coordinator for 521; MATH 521 for 522.

MATH 525, 526 COMPLEX VARIABLES I, II 3 each

Integration and differentiation in the complex domain, Cauchy's Theorem and Cauchy's integral formula, Laurent expansion, residues, elements of conformal mapping, series and product representations.

Prerequisites: MATH 426 Advanced Calculus II and permission of graduate coordinator for 525; MATH 525 for 526.

MATH 530 MATHEMATICAL COMPUTING 3

Introduction to mathematical computing techniques using a computer algebra system and algorithmic approach to solving mathematical problems. Mathematical applications taken from various areas of mathematics, the sciences, engineering, and business.

Prerequisites: Permission of the graduate coordinator or consent of the instructor.

MATH 531, 532 ABSTRACT ALGEBRA I, II 3 each

Basic algebraic structures including groups, rings, fields, modules and lattices.

Prerequisites: MATH 431 Foundations of Modern Algebra and permission of graduate coordinator for 531; MATH 531 for 532.

MATH 535, 536 LINEAR ALGEBRA I, II 3 each

Vector spaces and linear transformations, including inner products, matrix representations, binary and quadratic forms, eigenvectors, canonical forms, and functions of matrices.

Prerequisites: MATH 335 Linear Algebra and permission of graduate coordinator for 535; MATH 535 for 536.

MATH 537 MATHEMATICAL LOGIC 3

Propositional and predicate calculus, model theory, Godel's completeness theorems and decidability.

Prerequisites: MATH 425 Advanced Calculus I and permission of graduate coordinator.

MATH 540 PROBABILITY 3

Sample spaces and events, combinatorial analysis, conditional probability and stochastic independence, random variables and probability distributions, expected value and variance, probability generating functions, continuous random variables.

Prerequisites: MATH 340 Probability and permission of graduate coordinator.

MATH 551 TOPOLOGY 3

Basic point-set topology, topological spaces, homeomorphisms, compactness, connectedness, separation properties, uniformities, metrizability, introductory algebraic topology, homology groups and homotopy.

Prerequisites: MATH 425 Advanced Calculus I and permission of graduate coordinator.

MATH 554 PROJECTIVE GEOMETRY 3

Projective planes and spaces are studied by synthetic and analytic approaches. Topics covered include the theorems of Desargues and Pappus, harmonic sequences, projectivities, coordinatization, finite planes, and conics.

Prerequisites: MATH 335 Linear Algebra and permission of graduate coordinator.

MATH 555 DIFFERENTIAL GEOMETRY 3

Application of vectors to the study of classical three-dimensional geometry. Topics include: plane and space curves, first and second fundamental forms, lines of curvature, asymptotic lines, geodesics.

Prerequisites: MATH 222 Calculus III and permission of graduate coordinator.

MATH 560 NUMERICAL ANALYSIS 3

Error analysis, interpolation and approximation theory, numerical solution of linear and nonlinear equations, numerical differentiation and integration, numerical solution of differential equations.

Prerequisites: MATH 335 Linear Algebra, and permission of graduate coordinator.

MATH 564 ORDINARY DIFFERENTIAL EQUATIONS 3

Linear and nonlinear equations, Green's functions, power series solutions, autonomous systems, existence and uniqueness, singularities, Sturm-Liouville systems.

Prerequisites: MATH 335 Linear Algebra and 420 Differential Equations and permission of graduate coordinator.

MATH 566 PARTIAL DIFFERENTIAL EQUATIONS 3

First order equations, separation of variables, series solutions, hyperbolic, parabolic and elliptic equations, characteristics, transform methods.

Prerequisites: MATH 335 Linear Algebra and 420 Differential Equations and permission of graduate coordinator.

MATH 568 APPLIED MATHEMATICS: CONTINUOUS 3

Formulation, manipulation and evaluation of mathematical models of continuous systems. Topics selected from: conservation principles and the classical equations of mathematical physics, applications of the qualitative and quantitative theory of ordinary and partial differential equations, optimization, calculus of variations, stability theory, stochastic models.

Prerequisites: MATH 335 Linear Algebra and 340 Probability and 420 Differential Equations and 425 Advanced Calculus I and permission of graduate coordinator.

MATH 569 APPLIED MATHEMATICS: DISCRETE 3

Introduction to the basic ideas of discrete mathematics and its applications. Counting principles, permutations, combinations, algorithms, complexity, graphs, trees, searching and sorting, recurrence relations, generating functions, inclusion-exclusion, the pigeon-hole principle, chromatic number, eulerian chains and paths, hamiltonian chains and paths, flows in network, finite Markov chains.

Prerequisites: MATH 335 Linear Algebra and 340 Probability and 425 Advanced Calculus I and permission of graduate coordinator.

MATH 570 ADMINISTRATION AND SUPERVISION 3
OF MATHEMATICS

Problems of organization, administration and supervision in the mathematics program of the school. Functions, duties and qualifications of the supervisor investigated. Current problems and research findings.

Prerequisite: Permission of graduate coordinator.

MATH 571 CURRICULUM CONSTRUCTION IN 3
MATHEMATICS

Contemporary proposals for the mathematics of grades K through 12. Consideration is given to the problem of implementation of current recommendations. Examination is made of mathematical concepts underlying various programs.

Prerequisite: Permission of graduate coordinator.

MATH 572 CONTEMPORARY TEACHING OF MATHEMATICS 3

Pedagogy, resources, and research related to the teaching of standards-based mathematics in grades 6-12. Emphasis is on creating student-centered learning environments, resources and materials for contemporary mathematics classrooms, models of effective teaching and learning, alternative assessment, appropriate uses of technology and multicultural aspects of mathematics.

Prerequisite: Permission of graduate coordinator.

MATH 573 MATH MATERIALS FOR TEACHERS OF MATHEMATICS 3

The construction, adaptation and effective use of classroom materials and activities designed to enhance and expand the teaching of mathematics and mathematical thinking in the middle and high school grades with special attention given to basic commercial and simple teacher and student-made manipulatives and models with broad use from the development of concepts and skills to their maintenance, review, and extension plus applications to problem solving.

Prerequisites: Permission of graduate coordinator.

MATH 574 PROBLEM ANALYSIS IN SECONDARY 3
MATHEMATICS

Psychology and techniques of problem-solving. Discovery and heuristic methods. Intuitive and inductive reasoning in the solution of non-routine problems from high school mathematics. Problem formulation and solution.

Prerequisites: MATH 222 Calculus III and permission of graduate coordinator.

MATH 575 SELECTED TOPICS IN MATHEMATICS EDUCATION 3

Selection of topics associated with secondary and early college years of mathematics investigated from an advanced point of view. Topics selected to give the teacher a professionalized subject matter viewpoint of such areas as algebra, geometry, number theory, real and complex analysis, probability and history of mathematics.

Prerequisites: MATH 222 Calculus III and permission of graduate coordinator.

MATH 576 RESEARCH SEMINAR IN MATHEMATICS EDUCATION 3

Designed for matriculated graduate students in the mathematics education program. Students survey and analyze recent research projects.

Prerequisite: Permission of graduate coordinator.

MATH 577 MATHEMATICS EDUCATION IN THE ELEMENTARY SCHOOL 3

The contemporary mathematics curriculum of the elementary and middle school. The role of behavioral objectives and learning theory in curriculum development/teacher training. Related research findings.

Prerequisite: Permission of graduate coordinator.

MATH 578 SPECIAL TOPICS IN MATHEMATICS EDUCATION 3

Topics may be selected from areas such as assessment, cooperative learning, elementary education, fractals, graphing calculators, NCTM Standards, and other special areas of interest to mathematics educators.

Prerequisite: Permission of graduate coordinator.

MATH 579 APPROACHING SCHOOL MATHEMATICS THROUGH APPLICATIONS 3

Topics in middle grade and secondary mathematics are explored with an emphasis on their application to both traditional and more recently developed areas. Applied problems are used to motivate mathematical topics, and mathematical knowledge is used to explore solutions to applied problems.

Prerequisites: Permission of graduate coordinator.

MATH 580 COMBINATORIAL MATHEMATICS 3

Arrangements and selections, binomial coefficients, Stirling numbers, generating functions, recurrence relations, inclusion-exclusion, Polya enumeration formula, combinatorial graph theory, combinatorial geometries.

Prerequisites: MATH 222 Calculus III and permission of graduate coordinator.

MATH 581 GRAPH THEORY 3

Graphs, digraphs, and trees. Connectivity, separability, planarity, and colorability. Cliques, independent sets, matchings, flows and tours. Graphs as mathematical models; graph algorithms.

Prerequisites: MATH 222 Calculus III and 335 Linear Algebra and permission of graduate coordinator.

MATH 584 SELECTED TOPICS IN OPERATIONS RESEARCH 3

An in-depth study of one or at most two topics in operations research, selected from linear programming and game theory, linear and nonlinear programming, queuing theory, inventory theory, simulation models.

Prerequisites: MATH 425 Advanced Calculus I and STAT 440 Statistical Methods and permission of graduate coordinator.

MATH 590 SELECTED TOPICS IN ADVANCED MATHEMATICS 3

An in-depth study of a topic or topics selected from areas such as algebra, analysis, geometry, probability and statistics, and applied mathematics, with special emphasis upon recent developments in the field.

Prerequisite: Permission of graduate coordinator.

MATH 591 APPLIED INDUSTRIAL MATHEMATICS 3

Formulation, modeling, and solution of mathematical problems from engineering, science and business. Topics include statistical distributions, Monte Carlo method, function fitting, transforms optimization, regression analysis, cost-benefit analysis, ordinary differential equations, partial differential equations, numerical methods, divided differences, splines, Galerkin's method, and finite elements.

Prerequisites: MATH 335, MATH 425, MATH 530, STAT 440 or permission of graduate coordinator.

MATH 595 SEMINARS IN MATHEMATICS 1 - 4

Guided study of selected topics in major field of interest.

Prerequisite: Permission of graduate coordinator.

MATH 611 LEADERSHIP DEVELOPMENT IN MATHEMATICS 3
EDUCATION

Students gain experience in recognizing, acquiring, and applying key leadership characteristics in the field of mathematics education at the middle and high school grades. Specific attention is given to how teachers become stewards of best practices and active educational change agents in their schools and community and through professional development and involvement.

Prerequisites: Permission of the graduate coordinator.

MATH 690 INDEPENDENT STUDY IN MATHEMATICS 3

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in mathematics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

Prerequisite: Permission of graduate coordinator. Departmental approval

MATH 698 MASTER'S THESIS 3

Independent research project done under faculty advisement. Student must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take MATH 699 if they don't complete MATH 698 within the semester.

Prerequisite: Departmental approval.

MATH 699 MASTER'S THESIS EXTENSION 1

Continuation of Master's Thesis Project. Thesis extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: MATH 698.

Mathematics courses are also offered as part of the specialization in Mathematics Education in the Ed.D. in Pedagogy. Please refer to the index for the page number for the Ed.D. in Pedagogy where those mathematics courses are described.

MUSIC

Chairperson: Dr. Fred Cohen

Graduate Advisor: Dr. David Witten (Performance)

Dr. Lisa DeLorenzo (Music Education)

Prof. Karen Goodman (Music Therapy)

Dr. Ting Ho (Theory/Composition)

Graduate study in Music offers four concentrations leading to the degree of Master of Arts in Performance, Theory/Composition, Music Therapy or Music Education. Performance stresses applied music skills; Theory/Composition stresses creativity and the understanding of the structure of music; Music Therapy stresses the use of music as a therapeutic tool to help children and adults with disabilities; Music Education stresses philosophical and practical approaches to the work of the music specialist in the American public school.

Although certain core courses are required of all graduate students regardless of the concentration, each concentration provides individualized course election in accordance with the background, needs and interests of the student.

Registration in applied music and music theory is dependent on the placement examination administered by the Department; a student may not register for work in these areas until the examination has been taken and the student is fully matriculated (see below under Admission Requirements).

ADMISSION REQUIREMENTS

In addition to the general admission requirements stated in this bulletin (see Admission to Graduate Study), all students must present an undergraduate major in music (or the equivalent) with at least 40 semester hours of work in theory, music history and private study in a performance medium. Courses in music education may be included as part of this background.

All applicants must demonstrate familiarity with musical vocabulary and literature as well as proficiency in the following: instrumental/vocal performance, sight singing, aural and written theory, score analysis, listening analysis, and basic piano skills (keyboard harmony, sight-reading of chorale literature and simple improvisation). Audition literature in the primary medium must represent significant solo material from a variety of eras, one of which must be contemporary. Applicants majoring in orchestral instruments must also present significant passages from orchestral literature.

Applicants to the Theory/Composition concentration must submit a portfolio of at least three compositions and/or analytical studies for consideration by the theory faculty. Applicants to the Performance concentration must present an undergraduate major in the primary medium (including at least six semesters of study plus a graduation recital) or professional experience satisfactory to the Music Department. Applicants to the Music Education curriculum must present a certificate in the teaching of music. Applicants in Music Therapy must possess a bachelor's degree or the equivalent (to be determined via audition) of a bachelor's in music plus a minimum of three psychology courses (Psychology of the Handicapped, Developmental Psychology, Abnormal Psychology). The music audition will place special emphasis on those skills particularly relevant to music therapy (improvisation, sight-reading, dictation, transposition). An interview with the music

therapy faculty will be required in order to evaluate student initiative, the development of a philosophy concerning music as a therapeutic art, and emotional and intellectual stability.

Applied Music

Special regulations and procedures for the study of applied music are available from the Graduate Advisor. Tuition charges for the study of applied music are based on a special fee structure; information is available from the Registrar or the Department of Music.

Applied music may be taken for academic credit only after the student has passed the Department Audition and Placement Examination and is fully matriculated, and may be taken only with MSU faculty. Private lessons require authorization from the graduate advisor, the instructor and the department chairperson. This authorization should be obtained by July 1 (for those desiring study in the fall) or by December 1 (for those studying in the spring); the availability of applied music study to students who have not received approval by these dates cannot be assured. Lessons are normally not given in the summer.

No more than 2 semester hours of credit may be awarded for work in a secondary medium. "Music electives" or "electives" in the student's work program will not normally be used for private study, although they may be so assigned in certain instances.

All students studying applied music are expected to take jury examinations in each semester of applied music study. The grade for the last semester of the sequence will not be given until all recital requirements are completed. Performance majors taking private lessons are required to participate in appropriate major ensembles. Keyboard majors will be given appropriate accompaniment assignments.

Graduate students who are taking applied music may be required to perform in ensembles and are encouraged to do so even when not required. Details about such performance may be obtained from the department chairperson, graduate advisor, and/or ensemble conductor. In most cases, credits earned can count toward the degree.

Examinations

All candidates for the degree of Master of Arts in Music in all concentrations except education must pass the Department's Comprehensive Examination, given each year in October and March. Applications for this examination must be made in writing to the Graduate Advisor by October 1 for the October examination and by February 1 for the March examination.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN MUSIC

Note: The 32 semester hours noted for each concentration (39.5 semester hours for Music Therapy) are a minimum. Undergraduate transcripts and audition and placement results may require additional undergraduate work before graduate courses are begun. Graduate work in excess of the minimum 32 (39.5) semester hours, or both may also be required. Another audition following prerequisite coursework may be required for entrance into graduate study.

Concentration in Performance

	Semester Hours
I. Required Courses	21
A. Applied music lessons in a performing medium*	12
B. Theory sequence MUCP 511, 512	6
C. Seminar in Historical Research, MUHS 604	3
II. Electives in music history or music literature	8
III. Electives in Music	3
IV. Two recitals	0
A. Each to include at least 60 minutes of music exclusive of intermissions or pauses.	
B. One must be public; the other may be public or before a faculty jury. Procedures are available from the Graduate Advisor.	
V. Comprehensive examination	0
(Voice majors and accompanying majors will be given language tests as well. Details are available from the Graduate Advisor.)	

* Performance majors taking applied music will be assigned to a major ensemble. Keyboard majors taking applied lessons will be given appropriate accompaniment assignments.

Note: Piano performance majors wishing to emphasize accompanying must make appropriate arrangements with the Graduate Advisor.

Concentration in Theory/Composition

I. Required Courses	23
A. Applied Music, selected with approvals of instructor, Graduate Advisor and Department Chairperson from MUAP 511, 512, 613, or 614	4
B. Theory sequence MUCP 511, 512	6
C. Private study in composition (may be either creative or analytical work) MUCP 518, 519	6
D. Seminar in Historical Research MUHS 604	3
E. Theory and composition	4
II. Elective in music history or music literature	3
III. Electives in Music	6
IV. Composition and public performance of one of the larger forms for orchestra, vocal ensemble or chamber ensemble	0
V. Comprehensive examination	0

Concentration in Music Therapy

The concentration in Music Therapy is intended for students who have completed training as music therapists and wish to develop advanced clinical skills. Students will choose one of three specializations: Music Therapy with Mild/Moderately Impaired Youth, Music Therapy with Severely/Profoundly Impaired Youth, or Music Therapy with Adult Psychiatric clients.

	Semester Hours
I. Required Courses	21.5
A. Required Music Therapy/Music Courses	
MUTH 620 Music Therapy Seminar I: Severely/Profoundly Impaired Youth	
OR	
MUTH 622 Music Therapy Seminar I: Mild/Moderately Impaired Youth	
OR	
MUTH 624 Music Therapy Seminar I: Adult Psychiatric	4
MUTH 621 Music Therapy Seminar II: Severely/Profoundly Impaired Youth	
OR	
MUTH 623 Music Therapy Seminar II: Mild/Moderately Impaired Youth	
OR	
MUTH 625 Music Therapy Seminar II: Adult Psychiatric	4
MUTH 501 Psychology of Music	3
MUTH 510 Group Music Therapy Experience	1.5
MUCP 511 Theoretical and Aural Skills in Music I	3
MUPR 590 Piano Improvisation	2
MUTH 601 Thesis	4
B. Required Psychology Courses	6
PSYC 510 Research Methods in Psychology	3
PSYC 561 Developmental Psychology	3
PSYC 580 Personality	3
II. Electives (9 semester hours)	
(Select 9 semester hours for specialization in consultation with the graduate music therapy advisor, and according to individual career objectives.)	
PSYC 564 Psychological Aspects of Disabling Conditions	3
PSYC 565 Child and Adolescent Psychopathology	3
PSYC 573 Physiological Psychology	3
PSYC 578 Psychological Tests and Measurements	3
PSYC 582 Behavior Modification	3
PSYC 593 Clinical Interviewing	
OR	
PSYC 670 Introduction to Psychotherapy	3
PSYC 667 Abnormal Psychology	3
CS&D 506 Assessment of Preschool Children with Disabilities I	3
CS&D 509 Implementing Programs for Young Children with Disabilities	3
CS&D 518 Neuromotor Development of the Young Child	3
CS&D 579 Special Education for Students with Disabilities	3
CS&D 580 Nature and Identification of Learning Problems	3

CS&D 582 Basic Instructional Techniques for Students with Learning Problems (<i>Teacher of the Handicapped section</i>)	3
CS&D 583 Language Disorders of Children (Non-Speech Pathology section)	3
CS&D 595 Medical and Physical Bases of Disabilities	3
IV. Comprehensive examination	0
<i>Note: Additional specialization music therapy seminars may be elected with permission of advisor.</i>	
Total minimum semester hours	39.5

Concentration in Music Education, Practioner Track

The non-thesis track is recommended for students who wish to advance their teaching skills and pedagogical understanding. This track places special emphasis on music teaching practice through coursework based on current trends in the field.

I. Music Core Courses	12
A. Required Courses	
MUCP 511 Theoretical and Aural Skills in Music I	3
MUHS 549 Modern Music	3
B. Elective Courses	6
Any applied (MUAP), theory (MUCP), history (MUHS), or interdisciplinary course in music. No more than 3 semester hours in an ensemble.	
II. Music Education Courses	15
A. Required Course	
MUED 603 Seminar in Music Education	3
Core Courses	6
Choose among:	
MUED 518 Microcomputers in Education	3
MUED 570 Critical and Creative Thinking in Music	3
MUED 560 Teaching Music from the World's Cultures	3
B. Elective (MUED)	6
No more than 3 semester hours of workshop credit.	
III. Related Course	3
Any course:	
COUN 559 Dynamics of Group Process	1-3
ELAD 510 Educational Administration I	3
ELAD 540 Supervision I	3
CURR 522 Innovations in Teaching	3
CURR 523 Education in the Inner City	3
CURR 530 Principles of Curriculum Development	3
CURR 546 Education for the Gifted and Talented	3
EDFD 520 Development of Educational Thought	3
EDFD 540 Social Forces and Education	3
EDFD 545 Political Forces and Education	3
EDFD 548 Crucial Issues in American Education	3
PSYC 560 Advanced Educational Psychology	3
PSYC 563 Theories of Learning	3

PSYC	564 Psychological Aspects of Disabling Conditions	3
PSYC	565 Child and Adolescent Psychopathology	3
SOCI	565 Sociology of Youth	3
SOCI	574 Sociology of Ethnic Relations	3
SOCI	576 The Family as an Institution	3
SOCI	577 Sociology of Poverty in the United States	3
IV.	Field Project	3
	Comprehensive examination may be taken in lieu of the field project. When choosing this option, the student will need to complete an additional 3 semester hours of course work in areas I, II, or III.	
	Minimum semester hours	33

Concentration in Music Education, Thesis Track

The thesis track is recommended for students interested in music education research or those who plan to pursue doctoral work in music education. This track provides coursework in music and in music teaching with special emphasis on research skills/application.

I.	Music Core Courses	12-13
	A. Required Courses	
	MUCP 511 Theoretical and Aural Skills in Music I	3
	MUHS 549 Modern Music	3
	B. Elective Courses	6-7
	Any applied (MUAP), theory (MUCP), history (MUHS), or interdisciplinary course in music. No more than 3 semester hours in an ensemble.	
II.	Music Education Courses	12-13
	A. Required Course	
	MUED 603 Seminar in Music Education	3
	B. Elective (MUED)	9-10
	No more than 3 semester hours of workshop credit.	
III.	Related Course	3
	ELRS 503 Methods of Research	3
IV.	Thesis	4
	Minimum semester hours	32

Certification

While some of the graduate courses listed in this catalog may be applied to certification as a teacher in the New Jersey public schools or as a Board Certified Music Therapist, the bulk of courses required by these certifications are available only at the undergraduate level. Certification is quite separate from a Master of Arts degree. Those interested should contact the Department of Music for an interview with the appropriate advisor prior to beginning the admission process.

MUSIC

Course Descriptions

Semester Hours

Note: Students interested in taking Applied Music courses (MUAP), please see the department chairperson.

MUCP 511 THEORETICAL AND AURAL SKILLS IN MUSIC I 3

Principles and practice of music construction, aural skills in manipulating pitch and rhythm, and related structural analysis. The total spectrum of music as a base, with specific techniques of pitch and rhythm approached from harmonic and contrapuntal standpoints. Primitive and simple folk idioms, modal counterpoint in two and three parts, diatonic tonal harmony in vocal and instrumental idioms, tonal counterpoint in two parts and free composition.

Prerequisite: Music majors only.

MUCP 512 THEORETICAL AND AURAL SKILLS IN MUSIC II 3

Continuation of MUCP 511. Complex non-Western systems, modal and tonal imitative counterpoint in three and four parts, chromatic tonal harmony and expanded resources and techniques of the twentieth century.

Prerequisite: MUCP 511; Music majors only.

MUCP 518 PRIVATE STUDY IN COMPOSITION I 3

Advanced work in musical composition in forms and genres determined jointly by teacher and student. Fifteen private lessons per semester.

Prerequisites: Music majors only. Special fee.

MUCP 519 PRIVATE STUDY IN COMPOSITION II 3

Continuation of MUCP 518.

Prerequisites: MUCP 518; Music majors only. Special fee.

MUCP 520 PRIVATE STUDY IN COMPOSITION III 3

Advanced work in various genres and forms of instrumental and/or vocal music.

Prerequisites: MUCP 519; Music majors only. Special fee.

MUCP 521 PRIVATE STUDY IN COMPOSITION IV 3

Advanced work in various genres and forms of instrumental and/or vocal music.

Prerequisites: MUCP 520; Music majors only. Special fee.

MUCP 561 ADVANCED STUDIES IN MICROTONAL MUSIC 3

Advanced studies in microtonal music, Harry Partch's theories and compositions, contemporary compositional applications.

Prerequisite: MUHS 561.

MUCP 562 MICROTONAL COMPOSITION PROJECTS 2

Composition projects for the MSU Harry Partch Ensemble. May be repeated three times for a total of 8 credits.

Prerequisite: MUHS 561. Corequisite: MUPR 561.

MUCP 599 INDEPENDENT STUDY IN THEORY/COMPOSITION 1 - 4

Individual work performed in connection with a regularly scheduled course but in greater depth than normally required by that course.

Prerequisite: Department approval.

MUCP 600 INDEPENDENT STUDY IN THEORY/COMPOSITION 1 - 4

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for the semester in which the work will be completed.

Prerequisite: Departmental approval.

MUED 500 WORKSHOP IN MUSIC EDUCATION 1 - 3

Changing conditions in the schools and new methods and materials for in-service and pre-service teachers. Lectures, demonstrations. Literature and materials selected according to workshop focus.

Prerequisite: Departmental approval.

MUED 501 PSYCHOLOGY OF MUSIC 3

Psychological foundations of music, including cognition, perception, emotional meaning; musical development and learning; testing for musical ability; research methodology. Cross listed with Music, MUTH 501.

Prerequisite: Departmental approval.

MUED 510 SELECTED TOPICS IN MUSIC EDUCATION 1-3

This course provides a forum for in-depth examination of a selected topic in classroom music teaching.

Prerequisite: Departmental approval.

MUED 518 MICROCOMPUTERS IN MUSIC EDUCATION 3

A profile of a microcomputer music system, a history of microcomputer applications to music, a review of pre-college, collegiate, and professional music software, the basics of music programming, a review of MIDI applications and MIDI keyboards, the use of interactive video discs in music, and the future of computer applications to music.

MUED 520 GENERAL MUSIC IN SECONDARY SCHOOL 3

Examination and practicum of methods, materials and philosophies of non-performance courses in the junior and senior high school.

MUED 521 CREATIVE MOVEMENT AND DANCE 3
EXPERIENCES FOR CHILDREN

Investigating the principles of movement in relationship to the principles of music as a format for designing dance and movement experiences which enhance the music learning process. A focus on strategies appropriate for the elementary music classroom. Active participation. Field component. Midterm/final project.

MUED 550 MUSIC EDUCATION TECHNIQUES FOR 3
CHILDREN WITH DISABILITIES

Special education techniques as applied to music education; teaching music through movement and simple rhythm instruments. Covers all areas of a broad-based education program as it applies to K-12 populations with mild to moderate handicaps.

MUED 560 TEACHING MUSIC FROM THE WORLD'S CULTURES 3

World musics from cultural and pedagogical perspectives. Following a geographic approach, i.e., Asia, Africa, selected musics will serve as a basis for exploring the musical stylistic dimensions, regional influences, cultural influences, and interrelationships with other art forms. Hands-on application to classroom music teaching K-12. May be repeated one time for a total of six credits.

- MUED 570 CRITICAL AND CREATIVE THINKING IN MUSIC 3**
Theories of critical and creative thinking with application to the music classroom; developing music strategies that facilitate problem solving and thinking development. Field component.
- MUED 579 PROBLEMS AND MATERIALS OF INSTRUMENTAL MUSIC 3**
Evaluation of teaching experiences; problems of organizing instrumental music in school; literature for orchestra, band and small ensemble at various levels.
- MUED 580 PROBLEMS AND MATERIALS OF CHORAL MUSIC 3**
Survey of choral repertoire for accompanied and unaccompanied groups, for changing, unchanged and mixed voices. Evaluation materials; building programs. Class constitutes a laboratory chorus.
- MUED 599 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4**
Regularly listed courses pursued in greater depth, by arrangement with graduate advisor for music prior to registration. May be elected more than once during the program, but only once each semester.
Prerequisite: Departmental approval.
- MUED 600 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4**
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for the semester in which the work will be completed.
Prerequisite: Departmental approval.
- MUED 603 SEMINAR IN MUSIC EDUCATION 3**
Philosophies of music education and their application to the classroom. Investigation and application of techniques of research as they apply to music education.
Prerequisite: Majors only.
- MUED 605 FIELD PROJECT IN MUSIC EDUCATION 3**
This seminar is designed to help students focus on their area of study and design an appropriate field project. This seminar also entails directed independent study in field projects.
Prerequisites: MUED 603; Music majors only.
- MUED 698 MASTER'S THESIS 4**
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take MUED 699 if they don't complete MUED 698 within the semester.
Prerequisite: Departmental approval.
- MUED 699 MASTER'S THESIS EXTENSION 1**
Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: MUED 698.

- MUHS 505 PERFORMANCE PRACTICE IN THE BAROQUE ERA 3**
Problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the time of Caccini and Monteverdi through that of J. S. Bach and Handel.
- MUHS 549 MODERN MUSIC 3**
Musical styles of the twentieth century: historical sources, major composers, and recent trends.
- MUHS 561 HARRY PARTCH - LIFE AND WORKS 3**
Survey of basic theories, instrument inventions, compositions. Features hands-on introduction to instruments, just intonation, acoustics and ear training.
- MUHS 599 INDEPENDENT STUDY IN 1 - 4**
MUSIC HISTORY AND LITERATURE
Course work in one of the regularly listed catalog courses of the department of Music (but not Applied Music) in depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course.
Prerequisite: Departmental approval.
- MUHS 600 INDEPENDENT STUDY IN 1 - 4**
MUSIC HISTORY AND LITERATURE
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity independent of any course structure. May cover two semesters; student registers for the semester in which the work will be completed.
Prerequisite: Departmental approval.
- MUHS 604 SEMINAR IN HISTORICAL RESEARCH 3**
Study of music bibliography, research method and critical analysis.
Prerequisite: Music majors only
- MUHS 605 SEMINAR IN HISTORICAL AND 3**
THEORETICAL STUDIES
Research and discussion of selected topics in the literature of music focusing on stylistic and analytical problems.
Prerequisite: Music majors only
- MUPR 530 ADVANCED CONDUCTING 3**
Baton techniques, clef reading, playing from score at the piano, transposition, score analysis, rehearsal techniques and problems of interpretation and accompaniment by orchestra and band, as well as choral conducting techniques.
Prerequisite: Departmental approval.
- MUPR 531 ENSEMBLE: CHORUS 1 - 4**
Rehearsal and performance in conventional choral media. Admission by audition only. May repeat.
- MUPR 533 ENSEMBLE: OPERA WORKSHOP 0 - 2**
Rehearsal and performance of operatic repertoire in English or English translation. Admission by audition only. Auditions held in the semester prior to the one in which the workshop is offered. Open to pianists and singers. May repeat for credit.

- MUPR 535 ENSEMBLE: BAND 1 - 4**
 Rehearsal and performance of band and wind ensemble literature. Admission by audition only. May repeat.
- MUPR 537 ENSEMBLE: ORCHESTRA 1 - 4**
 Rehearsal and performance of orchestral repertoire. Admission by audition only. May be repeated for credit.
- MUPR 543 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
WOODWIND LITERATURE
 Coaching small groups in solo and small ensemble literature for woodwind instruments. Stress on stylistic interpretation, tone, balance and other refinements of performance. Open through audition. Pianists may register as accompanists, but must audition.
Prerequisite: Music majors only.
- MUPR 544 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
BRASS LITERATURE
 Similar to MUPR 543, but focusing on brass repertoire. Open to pianists and brass players through audition.
Prerequisite: Music majors only.
- MUPR 545 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
STRING LITERATURE
 Similar to MUPR 543, but focusing on string repertoire. Open to pianists and string players through audition.
Prerequisite: Music majors only.
- MUPR 546 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
ORGAN LITERATURE
 Similar to MUPR 543, but focusing on organ repertoire. Open to organists only, through audition.
Prerequisite: Music majors only.
- MUPR 547 MASTER CLASS IN MUSICAL PERFORMANCE: 2**
PIANO LITERATURE
 Similar to MUPR 543, but focusing on piano repertoire. Open to pianists only, through audition.
Prerequisite: Music majors only.
- MUPR 550 CHAMBER ENSEMBLE PERFORMANCE I 1**
 Participation in instrumental or vocal ensembles. Pre-registration may be required. One ensemble per course number. May be repeated for credit.
Prerequisite: Departmental permission.
- MUPR 551 CHAMBER ENSEMBLE PERFORMANCE II 1**
 Participation in instrumental or vocal ensemble. Pre-registration may be required. One ensemble per course number. May be repeated for credit.
Prerequisite: Departmental permission.
- MUPR 552 CHAMBER ENSEMBLE PERFORMANCE III 1**
 Participation in instrumental or vocal ensemble. Pre-registration may be required. One ensemble per course number. May be repeated for credit.
Prerequisite: Departmental permission.

- MUPR 553 CHAMBER ENSEMBLE PERFORMANCE IV** **1**
 Participation in instrumental or vocal ensemble. Pre-registration may be required. One ensemble per course number. May be repeated for credit.
Prerequisite: Departmental permission.
- MUPR 561 HARRY PARTCH ENSEMBLE** **0.5**
 Learning to play instruments from the Harry Partch instrumentarium and new techniques on standard instruments, voice. Repertoire ensemble. May be repeated three times for a total of 2 credits.
- MUPR 590 PIANO IMPROVISATION** **2**
 Development of keyboard skills and ear-training for clinical improvisation.
Prerequisite: Departmental approval.
- MUPR 599 INDEPENDENT STUDY IN MUSIC PERFORMANCE** **1 - 4**
 Regularly listed course work pursued in great depth, by permission of graduate advisor for music prior to registration. May be elected more than once during the program but only one course per semester.
Prerequisite: Departmental approval.
- MUPR 600 INDEPENDENT STUDY IN MUSIC PERFORMANCE** **1 - 4**
 Individual pursuit of a problem of performance or an aspect of musical repertoire, culminating in a performance and appropriate written work. Arranged with the graduate advisor for music and a course advisor appointed by him prior to the independent study semester. May cover two semesters; student registers for the semester in which the work will be completed.
Prerequisite: Departmental approval.
- MUTC 561 MUSIC INSTRUMENT INVENTION** **2**
 Studies in acoustics and instrument construction through creative projects and ongoing maintenance of Harry Partch instrumentarium. May be repeated once for a total of 4 credits.
- MUTH 501 PSYCHOLOGY OF MUSIC** **3**
 Psychological foundations of music including cognition, perception, emotional meaning, musical development and learning; testing for musical ability; research methodology. Cross listed with Music, MUED 501.
- MUTH 502 THE USE OF MUSIC IN SPECIAL EDUCATION** **3**
 Musical development relative to child development. Music activity will be adopted for varying handicapped child populations.
Prerequisite: Departmental approval.
- MUTH 510 GROUP MUSIC THERAPY EXPERIENCE** **1.5**
 Use of creative media to express and explore feelings and issues in a supportive and productive environment. Specific content to be determined by members and therapist. Group members may apply what they have experienced to their own client groups. May be repeated for credit.
Prerequisite: Music majors only.

MUTH 599 INDEPENDENT STUDY IN MUSIC THERAPY 1 - 3

Regularly listed courses pursued in greater depth, by arrangement with the instructor prior to registration. May be elected more than once during the program, but only one course per semester.

Prerequisites: Departmental approval.

MUTH 600 INDEPENDENT STUDY IN MUSIC THERAPY 1 - 4

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters; student registers for the semester in which the work will be completed.

Prerequisite: Departmental approval.

MUTH 620 MUSIC THERAPY SEMINAR I: SEVERELY/PROFOUNDLY IMPAIRED YOUTH 4

Introduction to theoretical and applied skills in use of music therapy with severely/profoundly impaired youth. Developmental framework, applied to review of relevant literature, normal musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with this population, incorporation of special education techniques, music therapy evaluation. Practicum included.

Prerequisite: Music majors only.

MUTH 621 MUSIC THERAPY SEMINAR II: SEVERELY/PROFOUNDLY IMPAIRED YOUTH 4

Advanced theoretical and applied skills in use of music therapy with severely/profoundly impaired youth. Developmental framework, applied to review of relevant literature, normal musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with this population, incorporation of special education techniques, music therapy evaluation. Practicum included.

Prerequisite: Music majors only.

MUTH 622 MUSIC THERAPY SEMINAR I: MILD/MODERATELY IMPAIRED YOUTH 4

Introduction to combination of theoretical and applied skills in the use of music therapy with mild/moderately impaired youth. Developmental framework, applied to review of relevant literature, on musical development related to social, cognitive, and motor development, developmental assessment, and music therapy goal planning, music therapy activity with mild/moderately impaired populations, incorporation of special education techniques of music therapy evaluation. Practicum included.

Prerequisite: Music majors only.

MUTH 623 MUSIC THERAPY SEMINAR II: MILD/MODERATELY IMPAIRED YOUTH 4

Advanced theoretical and applied skills in the use of music therapy with mild/moderately impaired youth. Developmental framework, applied to review of relevant literature on musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with mild/moderately impaired populations, incorporation of special education techniques, music therapy evaluation. Practicum included.

Prerequisite: Music majors only.

- MUTH 624 MUSIC THERAPY SEMINAR I: ADULT PSYCHIATRIC** 4
- Introductory theoretical and applied skills in use of music therapy with adult psychiatric clients. Review of relevant literature on adult psychiatric clients with emphasis on rationale for approaches and treatment. Study of group literature. Music therapy sessions with emphasis on observation of behavior. Practicum included.
- Prerequisite: Music majors only.*
- MUTH 625 MUSIC THERAPY SEMINAR II: ADULT PSYCHIATRIC** 4
- Advanced theoretical and applied skills in the use of music therapy with adult psychiatric clients. Review of relevant literature on adult psychiatric clients with emphasis on rationale for approaches and treatment. Study of group process literature. Music therapy sessions with emphasis on observation. Practicum included.
- Prerequisite: Music majors only.*
- MUTH 698 MASTER'S THESIS** 4
- Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take MUTH 699 if they don't complete MUTH 698 within the semester.
- Prerequisite: Departmental approval.*
- MUTH 699 MASTER'S THESIS EXTENSION** 1
- Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
- Prerequisite: MUTH 698.*

NEW JERSEY SCHOOL OF CONSERVATION

Director: Dr. William Thomas

The New Jersey School of Conservation is the Environmental Education Field Campus of Montclair State University. It is the largest university-operated environmental education center in the world. The School of Conservation is located 57 miles from the main campus on a 240-acre tract located in the Stokes State Forest in Sussex County. Administratively, it is part of the College of Science and Mathematics.

The programs at the School of Conservation are designed to provide students with a greater understanding and appreciation of the role natural areas play as part of a life support system. The resident programs provide field experiences in the environmental sciences, humanities, social studies and outdoor pursuits. Each academic year the school provides resident environmental education programs for about 8,000 elementary/secondary school students, and 2,000 teachers from 100 schools. There are also several field courses provided for graduate students. NJSOC offers three weekend workshops held each academic year designed to train classroom teachers and youth leaders in environmental education curriculum development and field techniques for programs in environmental education. The workshops are usually held in October, February, and May. Each workshop carries one semester hour of undergraduate or graduate credit. During the summer, the School offers ten-day courses at the graduate level for teachers pursuing advanced degrees in environmental education and related fields.

Course Descriptions

	Semester Hours
CNFS 460 PRACTICUM IN ENVIRONMENTAL EDUCATION	3
This course is designed to provide future teachers and supervisors with a background of experience and knowledge which will enable them to organize and conduct environmental education programs. Using an extensive library of environmental education materials, students formulate teaching units, lists of teaching aids, and projects suitable for use in environmental education programs. Participating in programs with school children in residence at the School of Conservation furnishes a practical background for environmental education development.	
CNFS 470 INTRODUCTION TO WILDERNESS STEWARDSHIP	2
Intensive two-week back country camping course to be held entirely in the field. Provides a basic understanding of how to utilize our natural areas with minimum environmental impact while pursuing outdoor recreational activities. An additional laboratory fee to cover food, lodging, and equipment is required.	

CNFS 471 FUNDAMENTALS OF WILDERNESS LEADERSHIP 3

Intensive three-week back country camping course to be held entirely in the field. Throughout the program, leadership, judgment, conservation, and sound expedition skills and abilities are emphasized and practiced. A lab fee to cover the cost of food, lodging, and equipment is required.

Prerequisite: CNFS 470.

CNFS 495 WORKSHOP ON UTILIZING NATURAL ENVIRONMENTS 1

To provide classroom teachers in all disciplines with experiences in using the environment to supplement classroom experiences. Opportunity for teachers to increase their knowledge of, as well as skills in, the techniques of incorporating the physical, biological, and socio-cultural components of the environment in their curricula will be emphasized through the use of small group lecture sessions held in the natural environment being described. Students are provided with the opportunity of administering and experimenting in each of four such environments out of a choice ranging from 15 to 20 specific subject areas.

CNFS 496 FIELD STUDY IN HUMANITIES AND NATURAL SCIENCE 1

Provides teachers in varied and diversified subject areas with an understanding of how the humanities and sciences may be taught in various environments for the purpose of developing an environmental sensitivity.

CNFS 497 FIELD STUDIES IN SOCIAL STUDIES AND OUTDOOR RECREATION 1

Provides an understanding of how outdoor pursuits and social studies may be taught using the environment to develop environmental sensitivity. Does not meet resident requirement.

CNFS 500 CURRICULUM DEVELOPMENT IN ENVIRONMENTAL EDUCATION 3

The historical, philosophical, and conceptual aspects of developing a K-12 environmental education curriculum. The focus is on the four major curriculum areas: humanities, social studies, environmental science and outdoor pursuits with proposed activities for the classroom, school grounds, community, and natural areas, intended to enhance the students' awareness of environmental problems and their possible solutions.

CNFS 501 OUTDOOR TEACHING SITES FOR ENVIRONMENTAL EDUCATION 2

This course will include a working definition of outdoor environmental teaching sites as they relate to current developments in environmental education. Also incorporated, through lecture and discussion, will be pertinent information on the philosophy, design, construction, and use of outdoor environmental teaching sites, with special emphasis on sites which can be developed on land areas adjacent to schools.

Corequisite: CNFS 521.

CNFS 502 AMERICAN HERITAGE SKILLS 2

This course will focus on the home life-style for the American colonies from the 1600s to the 1800s. Various skills such as spinning, working with wool, natural dyeing, candle making, rug making, soap making, quilting, and food processing will be demonstrated. Students will have the opportunity to develop their proficiency in these areas. The colonial living skills will be integrated into a general overview of the two hundred year period under consideration, rather than considered as isolated elements. Must be taken concurrently with CNFS 522.

Corequisite: CNFS 522.

CNFS 503 HUMANITIES AND THE ENVIRONMENT 3

This course will focus on the cycle of humanity's relationship to nature based on three sequential stages: 1) humans in nature, in which archaic religions, myths and legends will be investigated; 2) humans versus nature, which will be a consideration of the alienation due to the influence of science and technology; and 3) humans and nature, which will consider the new mysticism of today. The course work will include lecture, discussion, seminar, and independent study.

CNFS 505 SOCIETY AND THE NATURAL ENVIRONMENT 2

This course will focus upon interrelationships of a forest ecosystem. Soil, water, plants, and animals found in a northeastern hardwood forest will be examined in detail. Their relationship to humankind will be discussed and reviewed.

Corequisite: CNFS 525.

**CNFS 521 FIELD LABORATORY EXPERIENCE IN
OUTDOOR TEACHING SITES FOR
ENVIRONMENTAL EDUCATION 1**

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course, "Outdoor Teaching Sites for Environmental Education" (CNFS 501), and to provide practical field exercises in developing environmental education teaching site strategies.

Corequisite: CNFS 501

**CNFS 522 FIELD LABORATORY EXPERIENCE IN
AMERICAN HERITAGE SKILLS 1**

The field experiences in this one-credit course are designed to support, supplement, and amplify the theoretical foundations communicated in the course, "American Heritage Skills" (CNFS 502), and to provide practical applications of both the content of "American Heritage Skills" and its methodology.

Corequisite: CNFS 502.

**CNFS 525 FIELD LABORATORY EXPERIENCE IN SOCIETY
AND THE NATURAL ENVIRONMENT 1**

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course "Society and the Natural Environment" (CNFS 505).

Corequisite: CNFS 505.

CNFS 530 WORKSHOP IN WILDLIFE MANAGEMENT EDUCATION 1

This is a field course designed to provide information about wildlife and environmental topics to be included in a school curriculum. Curriculum supplements include Project WILD and Aquatic WILD.

CNFS 595 CONSERVATION BIOLOGY: THE PRESERVATION OF BIOLOGICAL DIVERSITY 3

This course addresses concerns about the loss of biological diversity and genetic resources through species extinctions. Students will learn about the importance of maintaining biological diversity, the problems involved in monitoring and protecting sensitive and crucial habitat, the impact of human societies on biodiversity, the alternatives to the destruction of habitat/species, the prospects of restoration, and the policies needed to prevent the loss of biological diversity. Students will also learn about population processes that are directly related to species survival. This course is cross listed with BIOL 595.

Prerequisite: One semester of college biology with laboratory.

CNFS 601 ADVANCED ENVIRONMENTAL EDUCATION SEMINAR 2

The seminar is for advanced students who want to examine, in depth, a selected topic related to current developments in environmental education. The seminar will choose a particular issue facing environmental education, develop a method for studying that issue, and produce a publishable work (e.g. curriculum materials or academic paper) related to the topic.

Prerequisites: CNFS 500.

Corequisite: CNFS 621.

CNFS 609 INDEPENDENT STUDY IN ENVIRONMENTAL CURRICULUM DEVELOPMENT 1 - 4

Teachers, who have participated in academic programs at the School of Conservation and wish to deepen their understanding of environmental education activities, may enroll in this independent study. In doing so, they may develop an environmental education program for a specific grade level, subject discipline, or school district. Credit is dependent on the scope and depth of the program to be developed.

Prerequisite: Departmental approval.

CNFS 610 ADMINISTRATION AND SUPERVISION OF ENVIRONMENTAL FIELD STUDY 2

This course is intended to provide an overview of administrative procedures in organizing and implementing a day or resident program in environmental education. Among the areas to be reviewed are: historical and philosophical perspectives, development of a field curriculum, staff selection and training, financial management, facility design and selection of equipment.

Corequisite: CNFS 620.

CNFS 620 FIELD LABORATORY EXPERIENCES IN ADMINISTRATION AND SUPERVISION OF ENVIRONMENTAL FIELD STUDY 1

The field experiences in this one-credit graduate course are designed to support and supplement the theoretical foundations communicated in the course, "Administration and Supervision of Environmental Field Study" (CNFS 610) and to provide opportunities to conduct on-site facility evaluation, test teaching equipment, discuss training programs with faculty at other facilities, and review financial management and business procedures used in the variety of centers.

Corequisite: CNFS 610.

CNFS 621 FIELD LABORATORY EXPERIENCE IN ENVIRONMENTAL EDUCATION 1

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course "Advanced Environmental Education Seminar" (CNFS 601).

Corequisite: CNFS 601.

PHYSICAL EDUCATION

Chairperson: Dr. Joseph Donnelly

Graduate Advisor: Dr. Michele Fisher

The graduate program in Physical Education, which is housed in Health Professions, Physical Education, Recreation and Leisure Studies department, provides students the opportunity to pursue advanced study in the general field of physical education, and to develop competency in an area of concentration. Concentrations are offered in Teaching and Supervision of Physical Education, Coaching and Sports Administration, and Exercise Sciences. The program is designed to develop and enhance competencies necessary for teaching in school programs, coaching of athletics, conducting individualized exercise programs, administration of physical education and/or athletics, and administration of specialized exercise programs in a non-school setting.

Both theoretical and practical approaches are emphasized throughout the program. In addition to course work in an area of concentration, all students complete a core of required courses including philosophical and sociological foundations of sport and physical education. Analytical skills are developed through a sequence of courses culminating in a research project. A comprehensive examination is required of all degree candidates.

Facilities for research in motor learning, biomechanics, and exercise physiology are provided in the Speidel Human Performance Laboratory. These facilities are available for classwork and independent research by students and faculty.

The Department of Health Professions, Physical Education, Recreation and Leisure Studies is a member of the Panzer School Council and is administered by the College of Education and Human Services. The Master of Arts degree with a major in Physical Education has been offered at Montclair State since 1964.

ADMISSION REQUIREMENTS

All applicants must meet the basic admission requirements for graduate study at Montclair State. Applicants for the concentration in Teaching and Supervision of Physical Education must have a bachelor's degree with a major in Physical Education, or a teaching certificate in Physical Education. For the concentration in Coaching and Sports Administration, a bachelor's degree with evidence of coursework in anatomy and physiology, motor learning, kinesiology, and philosophy/principles of coaching is required. For the concentration in Exercise Sciences, applicants must have a bachelor's degree with evidence of coursework in anatomy and physiology, chemistry, physiology of exercise, and nutrition. Students lacking adequate preparation may be required to take additional coursework at the undergraduate level as a prerequisite to matriculation in the master's program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PHYSICAL EDUCATION

- I. Required Courses** 14
- | | | | |
|------|------|--|---|
| PEMJ | 575 | Philosophical and Sociological Foundations of Sport and Physical Education | 3 |
| PEMJ | 579* | Analytic Methods in Physical Education | 3 |
| PEMJ | 503 | Research Methods in Physical Education | 3 |
| PEMJ | 505 | Research Seminar in Physical Education | 1 |
| PEMJ | 603 | Research Project | 4 |
- (Full year course, register in Fall only)
- *Course 579 must be completed before 503 and both 503 and 505 must be completed before 603.
- II. Concentrations** 15
- In addition to the required courses above, students must complete 15 semester hours in one of the following concentrations.
- A. Teaching and Supervision of Physical Education***
- | | | | |
|------|-----|---|---|
| PEMJ | 556 | Advanced Motor Learning | 3 |
| PEMJ | 557 | Human Motor Development | 3 |
| PEMJ | 560 | Curriculum in Physical Education | 3 |
| PEMJ | 565 | Reflective Teaching in Physical Education | 3 |
| PEMJ | 577 | Supervision in Physical Education | 3 |
- *The supervisory certificate may be obtained with appropriate selection of elective courses.
- B. Coaching and Sports Administration**
- | | | | |
|------|-----|--|---|
| PEMJ | 508 | Administration and Supervision of Athletics and Coaching | 3 |
| PEMJ | 554 | Orientation to Sports Medicine | 3 |
| PEMJ | 555 | Biomechanical Analysis of Movement and Sport Skills | 3 |
| PEMJ | 556 | Advanced Motor Learning | 3 |
| PEMJ | 559 | Applied Sport Psychology | 3 |
- C. Exercise Sciences**
- | | | | |
|------|-----|---|---|
| PEMJ | 539 | Advanced Exercise Physiology | 3 |
| PEMJ | 540 | Applied Exercise Physiology | 3 |
| PEMJ | 541 | Aerobic Exercise: Testing and Programming | 3 |
| PEMJ | 542 | Applied Cardiac Rehabilitation | 3 |
| PEMJ | 543 | Anaerobic Exercise: Testing and Programming | 3 |
- III. Free Electives** 6
- Any graduate course for which a student meets prerequisites is acceptable. Students with specific goals should confer with the advisor for recommended electives.
- IV. Comprehensive Examination**
- All students are required to complete a comprehensive examination during the last year of their study. The examination is given in October and March. Application forms are available in the Office of the Graduate School and must be filed at least six weeks before the examination with the Graduate Advisor in Physical Education. The examination consists of two questions from the concentration area and

one question related to philosophy/sociology of physical education, sport, and fitness. Candidates are limited to three attempts to successfully complete the examination.

SUMMARY

Required Courses	14 s.h.
Concentration	15 s.h.
Free Electives	6 s.h.
	Minimum 35 s.h.

Note: The following PEMJ courses are general electives within the program:

PEMJ 492	Selected Topics in Physical Education
PEMJ 516	Comparative Physical Education
PEMJ 531	Practicum in Physical Education for the Handicapped
PEMJ 535	Advanced Management of Wellness Programs
PEMJ 548	Practicum in Individualized Exercise Programs
PEMJ 550	Survey of Literature and Trends in Physical Education
PEMJ 552	Seminar in Current Problems in Athletics
PEMJ 553	A Neurological Approach to Motor Learning and Performance

A list of suggested electives from other departments is available from the graduate advisor.

PHYSICAL EDUCATION

Course Descriptions

Semester Hours

PEMJ 503 RESEARCH METHODS IN PHYSICAL EDUCATION 3

An introduction to the theory and methods of historical, descriptive and experimental methods of research in physical education. Topics include the nature of research, interpretation of data and design of research.

Prerequisite: PEMJ 579.

PEMJ 505 RESEARCH SEMINAR IN PHYSICAL EDUCATION 1

Provides for the examination of current research topics in physical education, sport, and exercise sciences. Each student will conduct an in-depth review and analysis of literature related to a specific research topic, and develop a formal research proposal.

Prerequisite: PEMJ 503 and 579.

PEMJ 508 ADMINISTRATION AND SUPERVISION OF ATHLETICS AND COACHING 3

Underlying principles and desirable practices from the point of view of the administrator and supervisor, and of the person supervised and subjected to administrative policies. Interviewing, observation, conducting conferences and administrative considerations.

PEMJ 531 PRACTICUM IN PHYSICAL EDUCATION FOR THE HANDICAPPED 3

Practical experience with mentally retarded, emotionally disturbed, physically handicapped or sensory handicapped persons. Requirement is for 120 hours (including conference time).

Prerequisites: PEMJ 557 and instructor's permission.

PEMJ 535 ADVANCED MANAGEMENT OF WELLNESS PROGRAMS 3

An in-depth study of the role and responsibilities of management in wellness programs with an emphasis on programs in physical education, sport, and fitness. Current theories and practices will be examined, including specific techniques for carrying out management tasks and responsibilities.

PEMJ 539 ADVANCED EXERCISE PHYSIOLOGY 3

An advanced course in exercise physiology. Topics include muscular contraction; bioenergetics; energy expenditure; acid-base balance; gas exchange; and the cardiovascular, pulmonary, endocrine, and nervous system responses to acute exercise.

Prerequisite: PEMJ 220 or permission of instructor.

PEMJ 540 APPLIED EXERCISE PHYSIOLOGY 3

An advanced course in applied exercise physiology. Topics include physiological adaptations to chronic exercise, dietary manipulation, pharmacological intervention, and environmental stressors; the underlying mechanisms affecting those physiological adaptations; and the effect of those adaptations on human physical performance. Body composition assessment and interventions to change body composition are also discussed.

Prerequisites: PEMJ 539 or permission of instructor.

PEMJ 541 AEROBIC EXERCISE: TESTING AND PROGRAMMING 3

This course focuses on developing the skills necessary to conduct aerobic fitness testing and to prepare aerobic exercise prescriptions/programs. Topics include aerobic fitness testing protocols, assessment of various physiological variables during exercise testing, and aerobic exercise prescription/programs for healthy and special populations.

Prerequisite: PEMJ 539 or permission of instructor.

PEMJ 542 APPLIED CARDIAC REHABILITATION 3

This course is designed to provide the student with current information regarding the application of scientific and programming principles of cardiac rehabilitation in a variety of settings. Students are also given the opportunity to work with actual cardiac rehabilitation patients in an appropriate hospital setting.

Prerequisites: PEMJ 539 or permission of instructor.

PEMJ 543 ANAEROBIC EXERCISE: TESTING AND PROGRAMMING 3

The course is an advanced course in neuromuscular resistance training and conditioning and flexibility training. Topics include anaerobic and flexibility fitness testing protocols, and anaerobic and flexibility exercise prescriptions/programs for healthy and special populations.

Prerequisite: PEMJ 539 or permission of instructor.

This course provides the student the opportunity for practical experience in the application of individualized exercise prescriptions for asymptomatic and/or symptomatic individuals in a variety of non-school settings.

Prerequisites: Completion of required courses within area of specialization in exercise sciences (12 s.h.) or permission of instructor.

PEMJ 552 SEMINAR IN CURRENT PROBLEMS IN ATHLETICS 3

The organization, planning and administration of intramural and interscholastic sports programs for men and women. Program development, scheduling, promotion and conduct of the program and personnel selection. Other persistent problems identified by the students will be discussed as will trends in such areas as sports media, coaching and officiating.

PEMJ 554 ORIENTATION IN SPORTS MEDICINE 3

New techniques, materials, modalities and problems related to the prevention and care of athletic injuries; current developments in the field; new conditioning concepts and activities for both the athlete and non-athlete.

Prerequisites: Courses in kinesiology, physiology of exercise and prevention and care of athletic injuries, or permission of instructor.

**PEMJ 555 BIOMECHANICAL ANALYSIS OF
MOVEMENT AND SPORT SKILLS 3**

The examination of internal and external forces that act upon a human body and the effects produced by these forces during the performance of movement and sport skills. Application of techniques for measuring and diagrammatically representing these forces.

PEMJ 556 ADVANCED MOTOR LEARNING 3

An analysis of theory and research related to the processes involved in the learning and performance of motor skills, including information processing, neuropsychological mechanisms of motor control, structure of practice, and factors in memory/retention. Emphasis will be placed on application of principles of motor learning and control to the teaching/coaching of motor skills.

PEMJ 557 HUMAN MOTOR DEVELOPMENT 3

An analysis of theory and research related to the process of human motor development, including prenatal concerns, the interaction of cognitive and motor ability, and the development of fundamental movement patterns. Emphasis will be placed on assessment of motor development and implications for physical education programs.

PEMJ 559 APPLIED SPORT PSYCHOLOGY 3

This course provides an in-depth analysis of the theories and techniques of sport psychology. Student will learn how to apply these skills to the teaching and coaching situations in order to optimize the performance of students and athletes.

PEMJ 560 CURRICULUM IN PHYSICAL EDUCATION 3

This course provides an analysis of current curricular models for physical education programs grades K-12. Strategies for curriculum change are also examined, and students have opportunities to apply theories of curriculum development to actual school settings.

PEMJ 565 REFLECTIVE TEACHING IN PHYSICAL EDUCATION 3

The focus of this course is on reflective practice. In particular, specific strategies for reflection will be presented, and different ways of studying teaching behavior and teaching effectiveness will be explored.

PEMJ 575 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF SPORT AND PHYSICAL EDUCATION 3

The historical development of modern physical education programs. The sociological factors affecting behavior in modern society applied to teaching and coaching situations.

PEMJ 577 SUPERVISION IN PHYSICAL EDUCATION 3

An analysis of theory and research related to supervision in facilitating effective teaching to provide pupils with appropriate learning experiences in Physical Education programs.

Prerequisite: PEMJ 565.

PEMJ 579 ANALYTIC METHODS IN PHYSICAL EDUCATION 3

An introduction to descriptive and inferential statistics, both parametric and nonparametric. Analytic methods will be applied to specific problems in physical education, and microcomputer programs will be used to analyze behavioral data.

PEMJ 580 INDEPENDENT STUDY IN PHYSICAL EDUCATION 1 - 3

An experience in the pursuit of study of topics which may be outside the scope of regular curricular offerings or may be an extension of a course or courses. A student may complete a maximum of three semester hours credit in independent study. Completion and approval of independent study application form required prior to registration.

Prerequisite: Departmental approval.

PEMJ 603 RESEARCH PROJECT 4

Guidance is provided in developing and conducting a research project in physical education. Each student is required to conduct an investigation of a specific problem and to submit a written report of the completed project to the faculty of the department of physical education. Full year course. Register fall only.

Prerequisite: PEMJ 503.

PEMJ 698 MASTER'S THESIS 4

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take PEMJ 699 if they don't complete PEMJ 698 within the semester.

Prerequisite: Departmental approval.

PEMJ 699 MASTER'S THESIS EXTENSION 1

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: PEMJ 698.

PSYCHOLOGY

Chairperson: Dr. Saundra-Collins

Graduate Advisor: (TBA)

The MA in Psychology with a concentration available in Industrial and Organizational Psychology is described immediately below. For the MA in Educational Psychology and the concentrations in Child/Adolescent Clinical Psychology and Clinical Psychology for Spanish-English Bilinguals, see following pages.

MASTER OF ARTS DEGREE IN PSYCHOLOGY

Program Director: Dr. Kenneth Sumner

The Master of Arts in Psychology is designed primarily as an intermediate degree. This program prepares the student for advanced studies in many psychological fields such as developmental, experimental, learning, personality and counseling, school, and social psychology.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at MSU.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Psychology Test of the Graduate Record Examination.
3. Approval by the departmental committee.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PSYCHOLOGY

	Semester Hours
I. Required Courses	13
PSYC 510 Research Methods in Psychology	3
PSYC 520 Human Experimental Psychology	4
PSYC 550 Quantitative and Statistical Methods	3
PSYC 578 Psychological Tests and Measurements	3
II. Specialization courses	12
To be selected with the advice and approval of the Graduate Advisor.	
III. Free electives	6
To be selected with the advice and approval of the Graduate Advisor.	
IV. Thesis	
PSYC 698 Master's Thesis	4
V. Comprehensive Examination:	
Successful completion of a written comprehensive examination precedes the oral defense of the thesis.	

Total semester hours: 35

CONCENTRATION IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Program Director: Dr. Jennifer Bragger

The Industrial and Organizational Psychology Concentration is designed to prepare persons for work in business and industry as professional specialists in the application of psychological knowledge and techniques in organizations or to prepare persons for continued education in the field of Industrial Organizational Psychology or related fields (Organizational Behavior or Human Resources). The program draws from many areas of psychology especially testing, statistics, experimental design, learning, motivation, and interpersonal relations.

REQUIREMENTS FOR THE INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

		Semester Hours
I.	Required Courses	16
	PSYC 510 Research Methods in Psychology	3
	PSYC 520 Human Experimental Psychology	4
	PSYC 550 Quantitative and Statistical Methods	3
	PSYC 578 Psychological Tests and Measurements	3
	PSYC 658 Seminar in Industrial and Organizational Psychology	3
II.	Specialization (Select 3 courses)	9
	PSYC 554 Psychology of Business and Industry	3
	PSYC 557 Theory and Application in Consumer Psychology	3
	PSYC 558 Personnel Psychology	3
	PSYC 570 Psychology of Human Factors	3
	PSYC 571 Organizational Psychology	3
III.	Thesis	4
	PSYC 698 Master's Thesis	4
	or	
	PSYC 611 Internship in Applied Psychology	4
IV.	Electives: Psychology	Maximum of 6
	PSYC 552 General Social Psychology	3
	PSYC 563 Theories of Learning	3
	PSYC 568 Psychology of Group Dynamics	3
	PSYC 582 Behavior Modification	3
V.	Electives: Other Departments	Maximum of 6
	To be selected with the approval of the Graduate Advisor.	
VI.	Comprehensive Examination	

Total Semester Hours: 38

MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

Graduate Advisor: Dr. Paul Locher

The Master of Arts in Educational Psychology aims to increase the student's knowledge of the application of psychological theory to educational practice.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State University. In addition, the applicant must have 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology, and be approved by the departmental committee.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

	Semester Hours
I. Required Courses	15
PSYC 510 Research Methods in Psychology	3
PSYC 561 Developmental Psychology	3
PSYC 563 Theories of Learning	3
PSYC 578 Psychological Tests and Measurement	3
PSYC 660 Current Topics in Educational Psychology	3
II. Electives: Psychology	15
To be selected with the advice and approval of the Graduate Advisor.	
III. Electives: Other Departments	6
To be selected with the advice and approval of the Graduate Advisor.	
IV. Thesis (Elective)	
V. Comprehensive Examination	
Minimum: 34 semester hours with Thesis option or 36 semester hours without Thesis option. Students who elect the Thesis option will take one less course in each Elective category (II and III).	

CONCENTRATION IN CHILD/ADOLESCENT CLINICAL PSYCHOLOGY

Program Director: Dr. Robert McCormick

REQUIREMENTS FOR THE CONCENTRATION IN CHILD/ADOLESCENT CLINICAL PSYCHOLOGY

	Semester Hours
I. Required Courses	9
PSYC 510 Research Methods in Psychology	3
PSYC 561 Developmental Psychology	3
PSYC 578 Psychological Tests and Measurements	3
II. Required clinical sequence:	18
PSYC 565 Child and Adolescent Psychopathology	3
PSYC 574 Individual Intelligence Testing	3
PSYC 575 Projective Techniques I	3
PSYC 593 Clinical Interviewing	3
PSYC 670 Introduction to Psychotherapy	3
PSYC 680 Externship in Clinical Psychology	3
III. Electives	9
To be selected with the advice and approval of the program director and graduate advisor.	
IV. Thesis (optional)	
V. Comprehensive Examination	

Total Semester Hours: 36

CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

Program Director: (TBA)

The Clinical Psychology Concentration for Spanish-English Bilingual Psychologists prepares graduates to function in applied mental health settings that have a significant Spanish-speaking clientele.

REQUIREMENTS FOR THE CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

	Semester Hours
I. Required Courses	12
PSYC 510 Research Methods in Psychology	3
PSYC 561 Developmental Psychology	3

	PSYC 578	Psychological Tests and Measurements	3
	PSYC 660	Current Topics in Educational Psychology	3
II.	Specialization		21
	PSYC 551	Mental Health Issues of Hispanics	3
	PSYC 574	Individual Intelligence Testing	3
	PSYC 575	Projective Techniques I	3
	PSYC 593	Clinical Interviewing	3
	PSYC 667	Abnormal Psychology	3
	PSYC 670	Introduction to Psychotherapy	3
	PSYC 680	Externship in Clinical Psychology	3
III.	Elective		3
	ANTH 538	Ethnopsychology	3
	COUN 559	Dynamics of Group Process	3
	COUN 581	Community Resources	3
	COUN 590	Counseling the Alcoholic and the Substance Abuser	3
	HECO 542	Dynamics of Family Interaction	3
	HECO 544	Intercultural Study of Family	3
	PSYC 552	General Social Psychology	3
	PSYC 582	Behavior Modification	3
	PSYC 685	Psychoanalytic Theory	3
	SOCI 574	Sociology of Ethnic Relationships	3
	SOCI 577	Sociology of Poverty in the United States	3
IV.	Comprehensive Examination		

Total Semester Hours: 36

SCHOOL PSYCHOLOGIST CERTIFICATION (N.J. State Certificate)

Program Director: Dr. Ofelia Rodriguez-Srednicki

The School Psychologist Certification Program is designed to meet the need for school psychologists by offering an integrated sequence of courses and supervised school, clinical, and community experiences.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Graduate Record Examination in Psychology.
3. Four letters of recommendation.
4. Approval by the departmental committee. All materials must be received by the Graduate School office by February 1 for the following September.
5. Applicants without an advanced degree should also apply for either the MA in Psychology or MA in Educational Psychology.

REQUIREMENTS FOR THE SCHOOL PSYCHOLOGIST CERTIFICATION PROGRAM

		Semester Hours
I.	Educational Foundations	12
	One multicultural course from the following (3 semester hours):	
	COUN 595 Multicultural Counseling	3
	PSYC 551 Mental Health Issues of Hispanics	3
	SOCI 574 Sociology of Ethnic Relationships	3
	One curriculum/reading course from the following (3 semester hours):	
	CURR 523 Education in the Inner City	3
	CURR 538 Discipline and Group Management in the Classroom	3
	CURR 546 Education of Gifted and Talented	3
	CURR 599 Curricular and Social Dynamics of Schooling	3
	CURR 551 Problem Solving and Critical Inquiry in Curriculum Development	3
	READ 500 The Nature of Reading	3
	READ 507 Understanding Reading Comprehension	3
	READ 508 Critical Thinking and Literacy	3
	And	
	PSYC 668 Consultation Methods in Psychoeducational Settings	3
	And	
	SPED 582 Basic Instructional Techniques for Students with Learning Problems	
	OR	
	SPED 587 Advanced Instructional Techniques for Students with Learning Problems	3
II.	Education of the Handicapped (Select two courses)	6
	SPED 579 Special Education for Students with Disabilities	3
	PSYC 564 Psychological Aspects of Disabling Conditions	3
	PSYC 565 Child and Adolescent Psychopathology	3
III.	Testing and Clinical Techniques	36
	PSYC 510 Research Methods in Psychology	3
	PSYC 550 Quantitative and Statistical Methods	3
	PSYC 574 Individual Intelligence Testing	3
	PSYC 575 Projective Techniques I	3
	PSYC 577 Practicum I - Projective Techniques I	1
	PSYC 576 Projective Techniques II	3
	PSYC 578 Psychological Tests and Measurements	3
	PSYC 579 Practicum II - Projective Techniques I	1
	PSYC 594 Therapeutic Interventions in the Schools	3
	PSYC 609 Practicum III - Diagnostic Case Studies	1
	PSYC 610 Diagnostic Case Studies	3
	PSYC 661 Practicum in School Psychology	3
	PSYC 662 School Psychology Externship	6
IV.	Personality and Behavioral Development	12
	PSYC 561 Developmental Psychology	3

PSYC 563	Theories of Learning	3
PSYC 582	Behavior Modification	3
PSYC 667	Abnormal Psychology	3
V.	Biological Bases of Behavior (Select one course)	3
PSYC 573	Behavioral Neuroscience	3
SPED 595	Medical and Physical Bases of Disabilities	3

Minimum: 63 semester hours

PSYCHOLOGY

Course Descriptions

Semester Hours

PSYC 503 LANGUAGE AND COMMUNICATION 3

Influence of psychology, linguistics and biology on the learning and use of language. Psycholinguistics, language and thought, language disorders, development of communication, dialect differences.

PSYC 510 RESEARCH METHODS IN PSYCHOLOGY 3

This course provides the essentials needed to read, understand and critically evaluate research reports. Students will also learn how to carry out the entire research process, starting with identifying the research problem and ending with a thesis or research report. Factorial analysis of variance and the major multiple correlational designs are explained.

Prerequisite: Undergraduate laboratory course in experimental psychology.

PSYC 520 HUMAN EXPERIMENTAL PSYCHOLOGY 4

Students survey methods and topics in human experimental psychology by conducting, analyzing, and reporting on experiments on topics to be drawn from cognition, memory, language, perception, learning, sensation, and neuropsychology.

Prerequisite: PSYC 510.

PSYC 550 QUANTITATIVE AND STATISTICAL METHODS 3

This course presents the theory and use of simple and factorial anova, regression, and covariance to analyze representative psychological data. The use of computer packages for analysis is included.

Prerequisite: An undergraduate psychology statistics course or equivalent.

PSYC 551 MENTAL HEALTH ISSUES OF HISPANICS 3

This course will familiarize the student with the personal, social, cultural and institutional forces that affect the mental health of Hispanics and Hispanic Americans and how these impact on treatment issues. The course will explore the heterogeneity of the Hispanic groups in the United States and how these groups respond in unique ways to the various services offered in community mental health settings.

PSYC 552 GENERAL SOCIAL PSYCHOLOGY 3

This course surveys and analyzes the theoretical and empirical literature of modern social psychology. Among topics dealt with are the social psychology of the psychology experiment, attitude development and change, group processes and conflict, role theory, ecological psychology, socialization, organizations and work places, and a number of other themes and issues focused on the individual's relationship to the larger social structure.

Prerequisite: Undergraduate work in psychology or sociology.

PSYC 554 PSYCHOLOGY OF BUSINESS AND INDUSTRY 3

This course combines applied methodologies with content areas in Industrial Organizational Psychology. Emphasis on needs assessment and program evaluation of personnel and organizational behavior functions. Sampling techniques and quasi-experimental designs are applied to training, performance appraisal, employee attitudes, and organizational research activities.

Prerequisite: PSYC 550 or a comparable graduate level course in statistics.

PSYC 558 PERSONNEL PSYCHOLOGY 3

Psychological methods and knowledge are applied to the personnel functions of industry. Provides an understanding of the importance of psychometric properties in personnel selection. Emphasis is on relevant social, economic, and legislative changes which affect employment, including the impact of civil right judicial decisions on personnel functions.

PSYC 560 ADVANCED EDUCATIONAL PSYCHOLOGY 3

A comprehensive treatment of the cognitive and affective characteristics of the learner and the processes of learning and teaching provide the framework for this course. Behavioral, cognitive and information-processing theory are presented and their applicability to instructional strategies and classroom dynamics is discussed. Other areas included are the origins of individual differences including heredity and environment, early childhood education, cultural differences, student motivation, classroom management, measurement and evaluation, exceptional children and other topics.

PSYC 561 DEVELOPMENTAL PSYCHOLOGY 3

Philosophical, conceptual, theoretical and research issues pertinent to human development from prenatal life to adulthood are presented. The core conceptual issues of development, such as the nature-nurture controversy, the continuity-discontinuity issue, and the issue of stability-instability, are discussed, and their relationships to the major theories in developmental psychology are examined.

PSYC 563 THEORIES OF LEARNING 3

The aim of this course is to provide the student with an understanding of modern learning theory, its historical context, theoretical ideas, research, and applications. To this end, the theoretical ideas of the major schools of learning - behaviorism, gestalt, cognitivism, and information-processing - are reviewed.

PSYC 564 PSYCHOLOGICAL ASPECTS OF DISABLING CONDITIONS 3

The purpose of this course is to enhance the students' understanding of the psychological, social and educational implications of disabling conditions in infancy, childhood and adolescence. Topics to be discussed include, but are not limited to, learning disabilities, developmental disabilities, pervasive developmental disorder, emotional/behavioral disorders, chronic illness and ADHD. Issues associated with classification, attitude towards special education, placement and program design and inclusion will be discussed from the psychological perspective. Students will be expected to form and articulate a conceptual framework for understanding and working with children and adolescents with disabilities. Frameworks for working with parents and families will also be included.

PSYC 565 CHILD AND ADOLESCENT PSYCHOPATHOLOGY 3

This course emphasizes the diagnosis of psychological disorders usually first evident in infancy, childhood or adolescence. Topics to be covered include but are not limited to affective disorders, anxiety disorders, conduct disorders, substance abuse, sexuality/gender identity disorders, pervasive developmental disorder and behavioral aspects of developmental disabilities. Students will be expected to understand DSM-IV categories. Each student is expected to be familiar with developmental psychology and personality development. Issues associated with evaluation, classification and diagnosis will be discussed extensively. Guidelines for appropriate interventions will be provided.

Prerequisite: Matriculation in the Child/Adolescent Clinical program or departmental approval.

PSYC 568 PSYCHOLOGY OF GROUP DYNAMICS 3

This course presents theories of group dynamics and illustrative application to understand personal, marital, political, industrial and professional life. Personal participation by the student in a group interactive process is required. The course is designed especially to help group leaders understand the complex underlying dynamic forces that influence our behavior in groups.

Prerequisite: Open to all graduate Psychology majors only.

PSYC 570 PSYCHOLOGY OF HUMAN FACTORS 3

Psychological techniques will be applied to the problems encountered at the interface between human beings and modern technology. Topics include workplace design, computer systems, transportation systems, people in space, and control and display design.

PSYC 571 ORGANIZATIONAL PSYCHOLOGY 3

This course examines the psychological aspects of organizational behavior. Emphasis on the organization effected by individual psychological processes and behavior. Areas covered include social norms, group and team processes, leadership and power, motivation, job attitudes and satisfaction, and organizational change.

PSYC 573 BEHAVIORAL NEUROSCIENCE 3

The physiological bases of normal and abnormal behavior with emphasis on the anatomy, physiology, and pathology of the human nervous system are discussed. Starting with the nerve cell, the course progresses through the receptors, spinal cord, cortical and subcortical structures, psychosurgery, biofeedback, and other topics.

PSYC 574 INDIVIDUAL INTELLIGENCE TESTING 3

Students learn how to administer, score and interpret individual intelligence tests. Theories of intelligence and the appropriateness of the tests to specific populations are discussed. Students administer and report on the three Wechsler Intelligence Scales and the Stanford-Binet (4th Edition), Development Achievement Scales, Adaptive Behavior Scales, and other cognitive assessment techniques.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology program, the Bilingual Clinical Concentration, or Child/Adolescent Clinical program.

PSYC 575 PROJECTIVE TECHNIQUES I 3

The basic instruments of projective testing, particularly the Bender Visual Motor Gestalt Test, DAP, HTP, TAT, TEMAS, and Sentence Completion Tests are studied. Students will also understand how cultural diversity impacts on assessment. Instruments are reviewed from the standpoints of basic research and the mechanics of administration and scoring.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology program, the Bilingual Clinical Concentration, or Child/Adolescent Clinical program.

PSYC 576 PROJECTIVE TECHNIQUES II 3

This course involves advanced theoretical aspects and practical application of projective tests. Students are required to administer and score tests, and to analyze individual cases, including supervised cases at the University Psychoeducational Center. An introduction to report writing is provided. The major emphasis is on the Rorschach, the Thematic Apperception Test, and projective drawings. Other assessment instruments are also included.

Prerequisites: PSYC 574 and 575, and departmental approval, and approved certification candidacy in the School Psychology program, the Bilingual Clinical Concentration, or Child/Adolescent Clinical program.

PSYC 577 PRACTICUM I - PROJECTIVE TECHNIQUES I 1

This course represents the first in a series of three 1-credit semester practicum experiences at MSU's Psychoeducational Center for School Psychology students. This initial practicum for School Psychology students is taken in conjunction with PSYC 575 (Projective Techniques I). It is a supervised observation of the practicum work of advanced students from the School Psychology program and Learning Disabilities Teacher Consultant program. Students in Practicum I will be observing advanced students who are involved in planning administration of evaluation procedures and assessing clients; analyzing results; making decisions regarding eligibility for special education; and collaborating as members of the Child Study Team for clients referred to MSU's Psychoeducational Center. Students will observe assessments via a one-way mirror and meet with the professor to discuss and process their observations. In this way students will directly observe the role and function of the School Psychologist, will come to appreciate the importance of collaboration by interdisciplinary and transdisciplinary teams, and will develop a sense of ethical practice in the profession.

PSYC 578 PSYCHOLOGICAL TESTS AND MEASUREMENTS 3

This course surveys the theory, construction and application of psychological tests. Topics include the statistical concepts underlying measurement; reliability and validity; critical analyses of selected intelligence, ability and personality tests; evaluation and interpretation of test data in practical situations; and the role of testing in clinical, educational and remedial settings.

Prerequisites: Departmental approval, and an undergraduate psychology statistics course or equivalent.

PSYC 579 PRACTICUM II-PROJECTIVE TECHNIQUES II 1

This course is the second in a series of three 1-credit semester practicum experiences at MSU's Psychoeducational Center for School Psychology students. During this course, which is offered in conjunction with PSYC 576 (Projective Techniques II), students function as intern members of Child Study Teams conducting assessments of children, adolescents, and their families. Close supervision is provided by university faculty while these practicum students conduct intakes, assessments, observations, interviews, consultations with teachers and parents as well as writing reports. These assessments will yield a decision regarding the client's eligibility for special education. Students meet with their supervisors after each stage of the process and meet on a regular basis with their teammates from MSU's Learning Disabilities Teacher Consultant program. Students will be required to interpret and communicate the results of their assessments in a culturally sensitive manner to families and school personnel who are clients at MSU's Psychoeducational Center.

PSYC 580 PERSONALITY 3

The objectives of this course are to provide a comprehensive summary of several major contemporary theories of personality including psychoanalytic, humanistic, behavioristic and cognitive approaches; to present the student with a conceptual framework to compare and evaluate each theory; to investigate relevant research; and to consider practical applications of each theory.

Prerequisite: PSYC 561.

PSYC 582 BEHAVIOR MODIFICATION 3

This course reviews applications of conditioning principles to changing human behavior in clinical, educational, occupational and community settings. Selected topics include operant and classical conditioning, social learning theory, token economies, experimental design, cognitive behavior modification, aversive control, cognitive restructuring, biofeedback, and ethical issues in behavior modification. The course is designed to enable students to construct and implement behavior modification programs.

Prerequisites: Departmental approval, and an undergraduate course in learning or the equivalent.

PSYC 592 GRADUATE SEMINAR IN HEALTH PSYCHOLOGY 3

The theoretical, empirical, and clinical aspects of Health Psychology will be explored and discussed. The relation of Health Psychology with other areas of Psychology and various scientific disciplines will be discussed. The historical development of the field, its research methodologies, theoretical models and exemplary interventions will be described. A specific emphasis will be placed on applications in regards to education, industry and other organizations as they relate to the various master's programs offered by the Department of Psychology.

Prerequisite: A graduate research methods course, and at least one other graduate psychology course, or departmental approval.

PSYC 593 CLINICAL INTERVIEWING 3

This course integrates the theory and practice of clinical interviewing. The goals of this course are to facilitate the development of the student's listening, diagnostic, and therapeutic interviewing skills.

Prerequisites: Departmental approval, and 12 graduate credits in psychology or related fields.

PSYC 594 THERAPEUTIC INTERVENTIONS IN THE SCHOOLS 3

This course is designed to assist students in developing skills in planning and implementing school based psychotherapeutic interventions for children, adolescents and their families. The course will present theory and techniques to intervene effectively with children, adolescents and their families in the context of the overall school and classroom settings. The course will focus on interview techniques, treatment strategies for depression, anxiety, trauma (including abuse, exposure to violence, and bereavement), and anger/aggression. Various theoretical models and their treatments strategies will be discussed, including psychodynamic, cognitive and cognitive-behavioral therapy, family systems therapy, play therapy, and interpersonal therapy. Cultural factors involved in diagnosis and treatment will be addressed throughout the semester.

Prerequisite: Departmental approval.

PSYC 609 PRACTICUM III-DIAGNOSTIC CASE STUDIES 1

This course is the final of the three practicum experiences offered at MSU's Psychoeducational Center and is offered in conjunction with PSYC 610 (Diagnostic Case Studies). In this experience students are assigned more complex cases and given expanded responsibilities such as case management and parent-teacher consultation. Students are expected to perform more independently with less intensive faculty supervision. Students may also conduct play therapy and serve as consultants to teachers at MSU's Psychoeducational Center Demonstration School.

PSYC 610 DIAGNOSTIC CASE STUDIES**3**

This course provides integration of assessment and diagnostic skills within the context of school psychological services. Theoretical and practical issues of differential diagnosis are reviewed in depth. Communication of findings through written reports and oral feedback to significant parties is stressed. The development of intervention plans, including the individual educational program, are reviewed. Instructional design, consultation techniques, counseling, intervention linked assessment, and functional assessment will be integrated into the course content. In addition to other assignments, students work as supervised members of child study teams at the University Psychoeducational Center. *Prerequisites: PSYC 574, and PSYC 575, and PSYC 576, and departmental approval, and approved certification candidacy in the School Psychology Program.*

PSYC 611 INTERNSHIP IN APPLIED PSYCHOLOGY**4**

Students attend a one-semester seminar to review the research process, develop individual project proposals for investigation of a problem in an applied setting under the supervision of faculty, present their proposals to the seminar, implement their proposals after approval by a faculty committee, report their completed work in a written report for the M.A. degree, and take an oral examination upon completion of the project. Students normally attend the seminar in a semester preceding registration for this course.

Prerequisites: Departmental approval, and permission of internship advisor.

PSYC 658 SEMINAR IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**3**

This course covers the most recent advances, issues and problems in Industrial and Organizational Psychology through relevant professional journals, technical literature, legislation and judicial decisions, advanced research techniques, and consulting practice in order to prepare students for continued education or applied practice of their field. Students critique professional journals and review the development of topics in their field. *Prerequisites: Departmental approval, and matriculation in the Industrial and Organizational Psychology concentration, and completion of specialization courses.*

PSYC 659 SPECIAL TOPICS SEMINAR IN PSYCHOLOGY**3**

This course provides an in-depth view of important theoretical and methodological issues in various areas of psychology. It is designed to permit faculty with particular interests and expertise to provide students with a comprehensive analysis of a selected contemporary issue (or issues) in psychology.

Prerequisites: Departmental approval, and completion of 15 or more credits in one's program.

PSYC 660 CURRENT TOPICS IN EDUCATIONAL PSYCHOLOGY**3**

Several important contemporary theoretical, applied and methodological issues in various areas of educational psychology are selected by the class for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.

Prerequisites: PSYC 510 and 561, and graduate Psychology majors only.

PSYC 661 PRACTICUM IN SCHOOL PSYCHOLOGY 3

The student receives supervised experience in assessment, counseling and consultation procedures. The course is designed to increase the student's competence in psychological skills required in school settings.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology Program, and permission of graduate advisor.

PSYC 662 SCHOOL PSYCHOLOGY EXTERNSHIP 3

Students serve as apprentice psychologists in cooperating school districts. A certified school psychologist, employed in the cooperating district, serves as the student's on-site supervisor. Students meet weekly with the University supervisor who teaches the course. Full year course.

Prerequisites: Students must have completed all course work prior to entering externship. Students need permission of the graduate advisor to register for this course. Departmental approval, and approved certification candidacy in the School Psychology Program is required.

PSYC 663 INDEPENDENT STUDY 1 - 3

The student conducts an individual project under the supervision of a professor in the department.

Prerequisite: Departmental approval.

PSYC 667 ABNORMAL PSYCHOLOGY 3

This course focuses on theoretical models and selected research in psychopathology. Topics include contemporary nosology, diagnostic problems, schizophrenia, anxiety and affective disorders, social deviance, somatoform and psychophysiological syndromes, and therapeutic intervention.

Prerequisite: PSYC 561.

PSYC 668 CONSULTATION METHODS IN PSYCHOEDUCATIONAL SETTINGS 3

This course is designed to provide students with theory and practice about the consultation process. The course will identify a collaborative, problem-solving model of consultation in psychoeducational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students will locate consultation cases and function under direct supervision and monitoring. Cross listed with Curriculum and Teaching, SPED 668.

Prerequisite: Departmental approval.

PSYC 670 INTRODUCTION TO PSYCHOTHERAPY 3

This course surveys theories, research and practices in individual and group psychotherapy, and introduces the student to various treatments for emotional maladjustment and behavioral pathology.

Prerequisite: Departmental approval.

PSYC 679 FAMILY SYSTEMS AND CHILDHOOD DISORDERS: 3

A MULTICULTURAL APPROACH

This course will use a multicultural lens to examine the various family therapy approaches such as structural, Bowenian, behavioral, strategic and paradoxical approaches and their corresponding techniques. Special emphasis will be placed on applying these approaches to the prevailing childhood DSM diagnoses (e.g., Childhood Depression and Anxiety, substance abuse, eating disorders, ADHD, developmental disorders, Oppositional Defiant Disorder and Conduct Disorder). A segment of the course will focus on special topics and their relevance to family functioning (e.g., trauma, incest/sexual abuse, domestic violence, illness/death, poverty and parental psychopathology).

Prerequisite: PSYC 565 or PSYC 667.

PSYC 680 EXTERNSHIP IN CLINICAL PSYCHOLOGY 3

This course is a supervised, two semester, clinical experience designed to provide the skills necessary for professional practice in Mental Health Clinics or other settings where there is a significant Hispanic clientele. On-site supervision will take place under the direction of a fully licensed clinical psychologist (the field-based supervisor) in close cooperation with the Bilingual Clinical Program Director at Montclair State. The student will also meet with a Montclair State faculty supervisor on a weekly basis. At least one of the supervisors will be a bilingual/bicultural individual. A contract will be signed between the student intern, field-based supervisor and the Montclair faculty supervisor before the start of the internship.

Prerequisites: Departmental approval, and matriculated status in the Clinical Psychology for Spanish/English Bilinguals Concentration and permission of the program director.

PSYC 698 MASTER'S THESIS 4

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take PSYC 699 if they don't complete PSYC 698 within the semester.

Prerequisite: Departmental approval.

PSYC 699 MASTER'S THESIS EXTENSION 1

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: PSYC 698.

READING

Chairperson: Dr. Nancy Lauter

Graduate Advisor: Dr. Linda Wise

The Department of Early Childhood, Elementary, and Literacy Education prepares literacy educators to meet highly sophisticated literacy and demands. Such exigencies are placed upon us all in the evolving, sociopolitical democracy in which we live. The demands are further heightened as political and geographic barriers collapse and we begin to see ourselves as members of a global community. The increasing need for public school students to demonstrate greater facility with both print and non-print texts has concomitantly intensified the need for skilled educators who possess sound knowledge of their respective content areas, as well as those dispositions necessary to facilitate the processes of learning and reaching. The Department of Early Childhood, Elementary, and Literacy Education, as a whole, seeks to provide students with quality academic experiences and heightened sensitivity to the moral and ethical dimensions inherent in literacy, education, and schooling.

The advanced programs of study in Reading are designed to fulfill state-level and national standards for professional educators. Additionally, they provide students with deeper understandings of research, theory, and practice.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN READING

ADMISSION REQUIREMENTS

The Master of Arts in Reading is designed to provide literacy educators with appropriate experiences and solid grounding in the field of literacy. It is expected that students will graduate with a comprehensive understanding of literacy's broad definition, sociopolitical underpinnings, and the ways they can effectively serve as change agents in their respective spheres of influence. Program graduates should be equipped with both the skills and dispositions to effectively advocate for the field of literacy and the profession of literacy educators. As a department, it is our hope and anticipation that our graduates will be prepared to serve in a wide array of educational roles in a variety of institutional and multicultural contexts. The curriculum places emphasis upon reflection and critical thinking about professional practice and helps students analyze the moral and ethical responsibilities of literacy educators.

Students who are applying to the program must meet all of the basic requirements for admission, as established through the MSU Graduate School. Undergraduate transcripts and GRE or MAT scores will be reviewed; but they do not serve as the primary measures in determining a student's admission to the program. Students will also be evaluated as per their initial essays, letters of recommendation, and personal interviews with the program advisor. Full matriculation will be based on all of these criteria. Students who wish to concurrently receive certification as Reading Specialists must possess an initial teaching certificate, two years teaching experience, 30 hours of study as outlined in their study programs prepared with the program advisor, and a passing score on the Praxis Exam.

Successful matriculation through the program will be based upon the quality of academic performance as indicated by grades and instructor input.

PROGRAM REQUIREMENTS

- | | | |
|------|---|-----|
| I. | Required/Core Courses | 6 |
| | ELRS 503 Methods of Research | 3 |
| | An elective | 3 |
| II. | Specialization Courses | 18 |
| | READ 500 The Nature of Reading | 3 |
| | READ 502 Administration and Supervision of Reading Programs | 3 |
| | READ 511 Case Studies of Reading Difficulties | 3 |
| | READ 513 Supervised Clinical Practicum, Part I | 3 |
| | READ 514 Supervised Clinical Practicum, Part II | 3 |
| | READ 505 Research Seminar in Reading | 3 |
| | (written permission required) | |
| III. | Elective Course in Reading | 3 |
| | Select one of the following: | |
| | READ 501 Techniques of Reading Improvement in
Secondary Schools | 3 |
| | READ 503 Literature for Adolescents | 3 |
| | READ 504 Literacy Needs of Adult Learners | 3 |
| | READ 506 Reading Resources | 3 |
| | READ 507 Understanding Reading Comprehension | 3 |
| | READ 508 Critical Thinking and Literacy | 3 |
| | READ 510 Field Experience in Reading | 3 |
| | READ 512 Seminar in Reading Difficulties | 3 |
| | READ 600 Workshop in Contemporary Issues in Reading | 1-3 |
| IV. | Free Electives (Any graduate courses offered by the University) | 6 |
| V. | Culminating Activity: | |
| | A. Supervised clinical experience within the framework of required courses
and/or in addition to course work. Arrangements will be made to provide
this experience in the Montclair State University Literacy Enrichment
Center. | |
| | B. A reflective reading portfolio. This portfolio will be used to assess students'
development as they progress through the program. | |

Minimum: 33 semester hours

PROGRAM LEADING TO THE READING SPECIALIST CERTIFICATE

Minimum requirements: An initial teaching certificate, two years of successful teaching experience, an approved graduate degree program in Reading approved by the New Jersey State Department of Education or a program of 30 semester-hours of graduate credits as listed below, and a passing score on the Praxis Exam.

PROGRAM REQUIREMENTS

I.	Required Courses	12
	READ 500 The Nature of Reading	3
	READ 511 Case Studies of Reading Difficulties	3
	READ 513 Supervised Clinical Practicum, Part I	3
	READ 514 Supervised Clinical Practicum, Part II	3
II.	Elective Courses (Select three courses from the following)	9
	READ 501 Techniques of Reading Improvement in Secondary Schools	3
	READ 502 Administration and Supervision of Reading Programs	3
	READ 503 Literature for Adolescents	3
	READ 504 Literacy Needs of Adult Learners	3
	READ 506 Reading Resources	3
	READ 507 Understanding Reading Comprehension	3
	READ 508 Critical Thinking and Literacy	3
	READ 510 Field Experience in Reading	3
	READ 512 Seminar in Reading Difficulties	3
	READ 600 Workshop in Contemporary Issues in Reading	1-3
III.	Related Recommended Areas (Select three areas from the following)	9
	Children's or Adolescent Literature	
	Measurement	
	Organization of reading programs	
	Psychology	
	Supervision	
	Linguistics	

Minimum: 30 semester hours

EARLY CHILDHOOD, ELEMENTARY, AND LITERACY EDUCATION

Course Descriptions

	Semester Hours
READ 500 THE NATURE OF READING	3
Examines the foundations of reading: the nature of the reading process, readiness, beginning instruction, current practices in the teaching of reading in early childhood and elementary education, a reappraisal of the role of reading in a technological society.	

READ 501 TECHNIQUES OF READING IMPROVEMENT 3
IN THE SECONDARY SCHOOL

Studies the improvement of nonclinical reading difficulties in the content subjects. For the subject area teacher and the beginning reading specialist. Secondary school reading needs and specific suggestions for guiding the slow, average, and gifted student in a classroom situation.

READ 502 ADMINISTRATION AND SUPERVISION OF 3
READING PROGRAMS

Explores the more complex aspects of organizing and administering reading programs: theory and techniques of leadership, program development, organization of in-service programs, developing a budget, methods of evaluation, etc. Essential background for reading specialists in order to establish or administer a functional school reading program.

READ 503 LITERATURE FOR ADOLESCENTS 3

Offers background for the development of recreational reading programs in middle schools and high schools. Literature written for students, as well as literature intended to be read widely by adolescents, criteria for book selection, censorship, role of mass media, minority group identification through books, bibliotherapy, bibliographic tools, and the importance of the librarian.

READ 504 LITERACY NEEDS OF ADULT LEARNERS 3

Language learning and related psychological factors; methodology and reading instruction; literature and the reading program and innovations in reading instruction are examined.

READ 505 RESEARCH SEMINAR IN READING 3

Investigates problems in the field of reading suggested by the educational events and trends, the members of the class, and the educational movements in New Jersey, the country, and the world. Each student will execute an individual research effort.

Prerequisite: Departmental approval.

READ 506 READING RESOURCES 3

Review software, hardware, multi-media and multi-sensory materials available in schools and in adjunct facilities. Philosophical, psychological and academic considerations of reading resources are considered. Materials are demonstrated and assessed.

READ 507 UNDERSTANDING READING COMPREHENSION 3

Provides an understanding of the processing of visible language, particularly the types found in written texts used in educational settings. The instructor will explore with the participants the affective, cognitive, linguistic, pragmatic, and textual variables pertaining to the formulation of meaning in reading. Students will create a conceptual framework for the comprehensibility of written materials in terms of the interaction among the reader, the text, and other pragmatic variables.

READ 508 CRITICAL THINKING AND LITERACY 3

Offers a critical thinking framework for the communication arts with an emphasis on reading comprehension, writing, and discussion. Relevant psychological, sociological, and philosophical theories will be studied and applied to texts that are representative of diverse genres and cultures and that challenge conventional beliefs.

READ 510 FIELD EXPERIENCE IN READING 3

Provides students opportunities to observe, participate and report community-based activities of agencies. For students in long-range research, students with limited teaching experience, and students who need additional field and clinical experience. Independent study.

Prerequisite: Departmental approval.

READ 511 CASE STUDIES OF READING DIFFICULTIES 3

Offers opportunities to learn the techniques for diagnosing reading difficulties; evaluating the most frequently used tests and inventories; and the testing of a child with reading problems. Group and individual tests, survey and diagnostic tests, standardized and informal tests; and reporting to parents, schools and agencies are discussed. The course develops skills in diagnosing and ameliorating reading problems. Additional diagnostic hours arranged.

Prerequisite: READ 500.

READ 512 SEMINAR IN READING DISABILITIES 3

Examines significant problems in the field of reading disability. Historical and emerging models used in reading diagnosis are discussed.

READ 513 SUPERVISED CLINICAL PRACTICUM, PART I 3

For advanced students and specialists involved in some aspect of remedial instruction. Investigates and interprets serious reading problems; causes of reading difficulties, and techniques of remedial and corrective treatment. Clients are drawn from children in surrounding communities. Additional tutoring hours will be arranged.

Prerequisites: Minimum of 9 semester hours of approved graduate reading courses.

READ 514 SUPERVISED CLINICAL PRACTICUM, PART II 3

For advanced students and specialist involved in some aspect of remedial instruction. Examines selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from children in surrounding communities. Additional tutoring hours will be arranged.

Prerequisite: READ 513.

READ 600 WORKSHOP IN CONTEMPORARY ISSUES 1 - 3
IN READING

Explores contemporary issues in reading instruction, basic skills, literature, cultural literacy and critical thinking. Each workshop will be topic-specific. Faculty determine topic selection according to timely public policy issues and philosophical concerns. Collaborative research between workshop faculty and participants will be emphasized. Students may register for no more than six credits.

SOCIAL SCIENCES

MASTER OF ARTS DEGREE REQUIREMENTS

The Master of Arts program in Social Sciences is designed to accomplish four main objectives:

1. To provide the opportunity for students to acquire advanced knowledge in one of the major areas of the social sciences and history.
2. To acquaint the student with the interrelatedness of these various fields as well as their relationship to other disciplines.
3. To familiarize students with the particular methodologies and specialized problems of his or her field.
4. To provide students with the background to do creative and independent work both during and after their graduate careers.

Specifically, the program offers advanced study in anthropology, economics, and history. Degree candidates do a major portion of their work and prepare for a final comprehensive examination in one of these concentrations. The program also provides flexibility for interdisciplinary study in certain areas and is designed mainly for students who wish to work toward the degree on a part-time basis.

While teachers seeking to keep up-to-date in their fields or preparing for specialized secondary school subjects will constitute an important segment of the graduate student body, degrees in the social sciences and history are increasingly being pursued by (a) individuals seeking to change fields or professions, (b) individuals planning career advancement, and (c) individuals returning to the academic world after a hiatus of some time. A significant number of graduates of the program have pursued doctoral work successfully at major universities. The program's flexibility has also been utilized to enhance careers in business, government, politics, community service agencies, museum work, urban planning, etc. Student constituencies are able to achieve their respective purposes by following one of the tracks or specializations within the program.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. For candidates with weak undergraduate preparation in the field of concentration, prerequisite courses, not for graduate credit, may be required.

ANTHROPOLOGY CONCENTRATION

Graduate Advisor: Dr. Richard Franke

	Semester Hours
I. Anthropology Electives	15
ANTH 510 Ethnology	3
ANTH 530 Development Anthropology	3
ANTH 538 Ethnopsychology	3
ANTH 540 Anthropology of Cities	3
ANTH 547 Woman: A Cross-Cultural Perspective	3
ANTH 550 Culture Change	3
ANTH 555 Anthropology of Institutional Life	3
ANTH 560 Applied Medical Anthropology	3
ANTH 570 Prehistoric North America	3
ANTH 601 Independent Anthropological Research	3
II. Related Social/Behavioral Science and/or History Electives	9
(Outside concentration area)	
III. Free Electives	6
IV. Reading Seminar and Comprehensive Examination	2
ANTH 603 Reading Seminar in Anthropology	
Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600, Thesis (4 semester hours) in lieu of the comprehensive examination.	

Minimum: 32 semester hours

400 Level Undergraduate Courses

A maximum of 9 semester hours of 400 level undergraduate courses may be elected with permission of the graduate advisor. Course descriptions may be found in the current undergraduate catalog: e.g.,

ANTH 401	Seminar in Anthropological Theory
ANTH 405	Psychological Anthropology
ANTH 425	Anthropology of Religion
ANTH 440	Medical Anthropology
ANTH 460	Field Methods: Visual Anthropology
ANTH 470	Archaeological Field Methods
ANTH 490	Internship in Anthropology

Note: For information on the Combined Bachelor and Master of Arts in Practical Anthropology, please refer to Practical Anthropology in the catalog index.

ECONOMICS CONCENTRATION

Graduate Advisor: Dr. Harold D. Flint

The Master of Arts in Social Science: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit. Candidates interested in Economics as an area of concentration should contact the graduate advisor or the chairperson of the department for information.

	Semester Hours
I. Required for all but undergraduate Economics majors:	
ECON 501 Economic Analysis	3
II. Economics Electives	12 - 15
ECON 502 Financial Institutions and Monetary Policy	3
ECON 503 Economic Problems of the Third World	3
ECON 505 Aggregate Economics	3
ECON 508 Economics of Public Management	3
ECON 510 Urban Economics: Problems and Policies	3
ECON 533 Corporations and International Financial Markets	3
ECON 541 Foundations of Contemporary Economic Thought	3
ECON 542 Economic Fluctuations and Forecasting	3
ECON 543 United States and the International Economy	3
ECON 544 Government and Business	3
ECON 545 Economics of Labor	3
ECON 550 Technical Change and International Competition	3
ECON 575 Independent Study in Economics	1 - 3
ECON 577 Selected Topics in Economics	3
III. Related Social/Behavioral Science and/or History	6 - 9
IV. Electives (subject to approval of Graduate Advisor)	6
V. Reading Seminar and Comprehensive Examinations	2
ECON 603 Reading Seminar in Economics	
Independent study in preparation for written comprehensive.	
	Minimum: 32 semester hours

HISTORY CONCENTRATION

Graduate Advisor: Dr. Robert E. Cray

			Semester Hours
I.	Required Courses		3
	HIST 501 New Interpretations in History		3
	or		
	HIST 502 History and the New Social Studies		3
II.	History Electives		12 - 15
	HIST 501 New Interpretations in History		3
	HIST 511 Seminar in American Colonial History		3
	HIST 512 The American Revolution, 1763-1787		3
	HIST 513 Problems of the New Nation, 1789-1828		3
	HIST 514 The Crisis of American Nationalism, 1828-1876		3
	HIST 515 Culture and Consciousness: Women in Nineteenth Century America		3
	HIST 517 Age of Franklin D. Roosevelt		3
	HIST 518 Urban History: National Trends in N.J. Cities		3
	HIST 519 America Since 1945		3
	HIST 520 United States Far Eastern Relations		3
	HIST 521 Civil War and Revolution in Chinese History		3
	HIST 522 Revolutionary Russia, 1905-1921		3
	HIST 523 History of Soviet Diplomacy		3
	HIST 525 History of American Labor, 1870-1970		3
	HIST 526 The Industrialization of America, 1865-1900		3
	HIST 527 Industrialization of Europe		3
	HIST 529 Europe of the Dictators, 1919-1939		3
	HIST 532 Modernization in Japanese Cultural History		3
	HIST 533 French Revolution and Napoleon		3
	HIST 534 France of the Republics		3
	HIST 537 Nineteenth Century European Intellectual History		3
	HIST 540 Europe as a World Civilization		3
	HIST 541 Asian Civilization-Comparative Cultural History		3
	HIST 570 Seminar in Non-Western History		3
III.	Related Social/Behavioral Science Electives		6 - 9
IV.	Free Electives		6
V.	Reading Seminar and Comprehensive Examination		2
	HIST 603 Reading Seminar in History		
	Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600 Thesis (4 semester hours) in lieu of the comprehensive examination.		

Minimum: 32 semester hours

SOCIAL SCIENCES

Anthropology Course Descriptions

Semester Hours

- ANTH 510 ETHNOLOGY 3**
A graduate introduction to anthropological field research, human evolution, cultural variation, and anthropological approaches to modern world problems.
- ANTH 530 DEVELOPMENT ANTHROPOLOGY 3**
A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.
- ANTH 540 ANTHROPOLOGY OF CITIES 3**
This course constitutes an examination of urbanism and the process of urbanization from a cross-cultural, comparative perspective. The course is designed to expose the student to the major conceptual models of urban communities, cities, nation states and the world system. We will study the works of scholars who have engaged in debates about these complex sociocultural formations.
- ANTH 550 CULTURE CHANGE 3**
Emphasis on the dynamics of cultural change and continuity. Factors and conditions which stimulate and retard culture change are reviewed. Particular attention is given to how the cultural, economic, political, and social interests of major international powers produce change and conflict throughout the developing world.
- ANTH 560 APPLIED MEDICAL ANTHROPOLOGY 3**
This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.
- ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH 3**
Directed research towards the preparation of a written paper on a topic of theoretical importance in anthropology. A tutorial without formal class meetings.
Prerequisite: Departmental approval.
- ANTH 603 READING SEMINAR IN ANTHROPOLOGY 2**
Required of all M.A. candidates concentrating in anthropology. Directed independent study in preparation for 3 hour comprehensive examination.
Prerequisites: 6 hours in anthropology and departmental approval.

Economics Course Descriptions

ECON 501 ECONOMIC ANALYSIS 3

The resource allocation and distribution of income implications of a market-oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand and the theoretical cost structure of firms.

ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3

This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, Federal Reserve System, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy. Cross listed with Economics and Finance, FINC 502.

Prerequisites: ECON 501 and 505.

ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3

A survey of major economic problems of the Third World, examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between First and Second Worlds with the Third World.

Prerequisite: ECON 501.

ECON 505 AGGREGATE ECONOMICS 3

This course develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models, the course examines current research and reviews the economy's recent macroeconomic performance.

ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3

Computer-based applications of capital theory in the decision making process of government. Analysis of alternative approaches to public sector project evaluation. Spreadsheet applications of project analysis in physical and human resource management areas covering water resources, public health, and education.

Prerequisite: ECON 501.

ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3

This course studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and non-market phenomena.

Prerequisite: ECON 501.

ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Marketing, INBS 533.

Prerequisite: ECON 501.

ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; and the uses and limitations of economic theory.

Prerequisite: ECON 501.

ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod-Domar model and other modern theories of growth.

Prerequisites: ECON 501 and 505.

ECON 543 UNITED STATES AND THE INTERNATIONAL ECONOMY 3

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

Prerequisites: ECON 501 and 505.

ECON 544 GOVERNMENT AND BUSINESS 3

The evolution of government influences on the functioning of the American economy; the causes and consequences of government regulation and control; the importance of economic analysis in the foundation of public policies.

Prerequisite: ECON 501.

ECON 545 ECONOMICS OF LABOR 3

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits, and industrial peace.

Prerequisite: ECON 501.

ECON 550 TECHNICAL CHANGE AND INTERNATIONAL COMPETITION 3

This course will discuss the theory of productivity and technical change in the context of the declining performance of U.S. manufacturing. It will focus attention on the nature of international competition and its effects on manufacturing productivity growth in the U.S. Based on the analysis, a tentative set of policy suggestions will be offered for restructuring the U.S. manufacturing sector and strengthening its competitive base.

Prerequisites: ECON 501.

ECON 575 INDEPENDENT STUDY IN ECONOMICS 1 - 3

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

Prerequisite: Departmental approval.

ECON 577 SELECTED TOPICS IN ECONOMICS 3

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

Prerequisite: ECON 501 and 505.

Required of all Master of Arts degree in Social Science candidates concentrating in Economics, this seminar entails directed independent study in preparation for a 3-hour written comprehensive examination.

History Course Descriptions

HIST 501 NEW INTERPRETATIONS IN HISTORY 3

Designed to help students keep up to date in the fields of American, European and Non-Western history. Major trends and developments in the study of history in the light of recent representative examples of historical research and interpretation.

HIST 511 SEMINAR IN AMERICAN COLONIAL HISTORY 3

This course will examine the forces and conditions of the colonial period which contributed to the shaping of the characteristics of American political and economic institutions, social practices and ideas, intellectual outlooks, and attitudes.

HIST 512 AMERICAN REVOLUTION, 1763-1787 3

The causes and course of the American revolution from both British and American viewpoints, including analysis of economic, political, social and intellectual factors.

HIST 513 PROBLEMS-NEW NATION, 1789-1828 3

The growth of political institutions under the Constitution, the gaining of respect as a new country in the family of nations, the establishment of economic credit, and the rise of American nationalism.

HIST 514 THE CRISIS OF AMERICAN NATIONALISM, 1838-1876 3

The crisis in American nationalism from Jackson through Reconstruction as the country's constitution, party system, and social structure contended with the disruptive effects of territorial expansion, the factory system, slavery and the new immigration.

**HIST 515 CULTURE AND CONSCIOUSNESS:
WOMEN IN NINETEENTH CENTURY AMERICA 3**

This course in the history of American women will focus on major themes in nineteenth century women's culture. It will explore the implications of industrialization and modernization for women, the construction of domestic ideology, the development of feminism, and the centrality of gender in nineteenth century life and culture. The emphasis of the course is antebellum, but will consider the implications of this legacy for post Civil War history. Readings will include contemporary scholarship as well as a selection of representative primary texts by and about nineteenth century American women.

HIST 517 AGE OF FRANKLIN D. ROOSEVELT 3

An opportunity to study that part of recent American history centering about Franklin Delano Roosevelt. While concentrating on domestic aspects of American life, attention is given also to foreign affairs and their impact on the daily lives of Americans.

**HIST 518 URBAN HISTORY: NATIONAL TRENDS IN
NEW JERSEY CITIES 3**

An advanced survey of the urban dimension in American history and of urban history as a discipline. Late 19th and 20th century national trends are pinpointed within the development of Paterson, Passaic, Jersey City, Newark and their suburbs.

HIST 519 AMERICA SINCE 1945 3

This course studies the transformation of the Roosevelt coalition and its liberal policies since 1945 as they faced the challenge of the cold war abroad, and growing class and racial upheaval at home.

HIST 521 CIVIL WAR AND REVOLUTION IN CHINESE HISTORY, 1911-1949 3

The transformation of China from empire to Peoples Republic. Chinese concepts of revolution and the intellectual, political and social changes which preceded the formation of the Peoples Republic in 1949.

HIST 522 REVOLUTIONARY RUSSIA, 1905-1921 3

The historical forces of the 19th and 20th century Russia which led to the Bolshevik revolution of November, 1917 and to the consolidation of Soviet power by 1921.

HIST 523 HISTORY OF SOVIET DIPLOMACY 3

Changes in the ideological determinants of Soviet diplomacy contrasted with fluctuations in internal and external political and economic policies. Contributions of leading Soviet statesmen to diplomatic history.

HIST 525 HISTORY OF AMERICAN LABOR, 1870-1970 3

Study of the American worker from the period after the Civil War to the present, with concentration on social, political and economic behavior as well as the union movement.

HIST 526 THE INDUSTRIALIZATION OF AMERICA, 1865-1900 3

The causes and nature of the industrialization of the American economy after the Civil War; factors responsible for rapid economic growth; the impact of changing productive techniques on American institutions and human welfare.

HIST 529 EUROPE OF THE DICTATORS, 1919-1939 3

The political, social, economic and intellectual developments in the major states of Western Europe during the interwar period, with emphasis on varieties of Fascism.

HIST 532 MODERNIZATION IN JAPANESE CULTURAL HISTORY 3

Modernization in East Asia with focus on Japan. Japanese experience in adjusting new world forces of the 19th and 20th centuries considered against the background of her traditional values and institutions. Comparisons with China and Korea.

HIST 533 FRENCH REVOLUTION AND NAPOLEON 3

The background of the French Revolution, its changing course and cast of characters during 1789-99, and the advent to power and imperial regime of Napoleon, 1799-1814.

HIST 537 NINETEENTH CENTURY EUROPEAN INTELLECTUAL HISTORY 3

Romantic, utilitarian, conservative, liberal and early existential streams of thought in 19th century Europe. The impact of these intellectual movements on European society.

HIST 541 ASIAN CIVILIZATION - COMPARATIVE CULTURAL HISTORY 3

Course compares and contrasts central value systems, kinship institutions, social stratification and the exercise of political power in traditional India, China and Japan. These topics are related to differing patterns of nationalism in the 19th and 20th centuries.

HIST 570 SEMINAR IN NON-WESTERN HISTORY**3**

Graduate level study in a period problem or theme in non-Western history. Individual seminars will be offered in African history, South Asian history, Latin American history, etc. May be repeated for a total of nine credits as long as the specific topic is different each time. Please see course schedule for specific offering each semester.

HIST 603 READING SEMINAR IN HISTORY**2**

Required for all master's degree candidates concentrating in History, this seminar entails directed independent study in preparation for a three-hour written comprehensive examination. Candidates should register to take the seminar in the semester preceding the examination date. Take the seminar in the fall if the examination is the following March; take the seminar in the spring if the examination is the following October.

SOCIOLOGY

Chairperson: Dr. Jay Livingston

Graduate Advisor: Dr. Mary R. Holley

MASTER OF ARTS DEGREE IN APPLIED SOCIOLOGY

The Master of Arts in Applied Sociology is designed to prepare master's candidates for nonacademic careers in the areas of policy development and analysis as well as program research and assessment. Graduates may work in the public or private sectors in such fields as family planning, community outreach, education, medical sociology, program evaluation, and the like. The program will also prepare students for doctoral training in Applied Sociology or related fields such as public health, criminal justice, gerontology, and demography.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. Because the required course in Computer Applications in Applied Sociology carries a prerequisite of at least one undergraduate course in statistics, students without this background may be required to complete a statistics course, not for graduate credit. For candidates with weak undergraduate preparation in the field of concentration, other prerequisite courses, not for graduate credit, may be required.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED SOCIOLOGY

			Semester Hours
I.	Required Courses		21
	SOCI 500	Introduction to Applied Sociology	3
	SOCI 556	Computer Applications in Sociology	3
	SOCI 560	Sociological Theory	3
	SOCI 564	Social Planning and Social Policy	3
	SOCI 568	Social Research Methods I	3
	SOCI 595- 598	An Internship in Applied Sociology	3
	SOCI 571	Seminar in Applied Sociological Inquiry	3
II.	Sociology Electives		9-12
	SOCI 559	Sociology of Deviance	3
	SOCI 562	Social Change	3
	SOCI 563	Self and Society	3
	SOCI 565	Sociology of Youth	3
	SOCI 566	The Metropolitan Community	3
	SOCI 567	Power and Social Stratification	3

SOCI	569	Social Research Methods II	3
SOCI	570	Independent Projects	3
SOCI	572	Selected Problems in Sociology	3
SOCI	574	Sociology of Ethnic Relations	3
SOCI	576	The Family as an Institution	3
SOCI	577	Sociology of Poverty in the U.S.	3
SOCI	578	Community Resources and Aging	3
SOCI	579	Community Resources and Youth	3
SOCI	581	Sociological Perspectives on Health and Medicine	3
SOCI	582	The Sociology of Health Care Systems	3
SOCI	584	The Sociology of the Criminal Justice System	3
SOCI	585	The Sociology of Police	3
SOCI	587	The Sociology of Juvenile Delinquency	3
SOCI	588	Aging Individual in an Aging Society	3
SOCI	589	Social Epidemiology	3
SOCI	590	Sociology of the Life Course	3
SOCI	591	The Sociology of Unequal Development	3
III.		Related Electives (outside Sociology)	3-6
		(Selected with approval of graduate advisor)	

Minimum: 36 semester hours

Comprehensive Project

A Master's Project, centered on an internship placement, is also required. Each student will choose a field placement in which to work as an applied-sociologist-in-training. During the internship, the student will begin the required Master's Project, an analysis of some aspect or aspects of the field setting. Students will continue work on their Master's Projects in the Seminar in Applied Sociology, where they will receive input and advice from other students and from faculty members.

SOCIOLOGY

Course Descriptions

Semester Hours

SOCI 500 INTRODUCTION TO APPLIED SOCIOLOGY 3

This course will examine the ways in which sociology is applied in various non-academic settings. Special attention will be given to the impact of sociology upon the policy-making process. The political, ethical and moral dilemmas which confront the applied sociologist will also be explored.

SOCI 556 COMPUTER APPLICATIONS IN SOCIOLOGY 3

One of the primary uses of computers in sociology is to summarize, describe, and analyze data sets using statistical packages. This course provides hands-on experience in computer data analysis of a variety of sociological data sets. Major techniques to be illustrated include cleaning data, constructing scales, and conducting univariate and multivariate analyses.

Prerequisite: An undergraduate course in statistics.

SOCI 559 SOCIOLOGY OF DEVIANCE 3

The course will address the practical and political issues of defining, measuring, and responding to social deviance (e.g., mental illness, drug use, etc.). The course will concentrate on the role of formal agencies and institutions that deal with deviance and will examine problems in assessing various policy alternatives (e.g., decriminalization, deinstitutionalization, treatment, etc.).

SOCI 560 SOCIOLOGICAL THEORY 3

The practical and philosophical methods of the major sociological theorists are investigated and evaluated.

SOCI 563 SELF AND SOCIETY 3

The relationships between the human individual and his/her social environment; the formation, maintenance and transformation of self or identity; the structure and processes of small groups; symbolic communication; role theory, cognitive dissonance and inter-group conflict.

SOCI 564 SOCIAL PLANNING AND SOCIAL POLICY 3

The many elements and considerations in planning for a community, a state or a nation. The social context of planning; projective techniques; budgets, master plans, development programs, and area proposals. The human, the economic, the ecological. Students will be expected to undertake a social planning project. A basic knowledge of statistics and the use of statistical data is desirable.

SOCI 566 THE METROPOLITAN COMMUNITY 3

The many dimensions of the metropolitan community: human factors, problems an area faces, political difficulties, interaction between the center city and the other parts of the community. Emphasis on New York-New Jersey.

SOCI 567 POWER AND SOCIAL STRATIFICATION 3

This course will analyze the role of class, status, and power in industrial society, and consider the relationship between issues of social stratification and social environment.

SOCI 568 SOCIAL RESEARCH METHODS I 3

This course will engage students in the research process from conceptualization to study design, data collection, and analysis. Specific methods covered are surveys, observation, focus groups, and secondary data analysis. Program evaluation and policy relevance will be stressed.

SOCI 569 SOCIAL RESEARCH METHODS II 3

Continuation of Social Research Methods I. The elements of method included are coding techniques, analysis and scientific report writing.

SOCI 570 INDEPENDENT PROJECTS 3

Student investigates a topic of sociological relevance under the guidance of a faculty member.

Prerequisite: Departmental approval.

SOCI 571 SEMINAR IN APPLIED SOCIOLOGICAL INQUIRY 3

Further develops competencies for the critical assessment of sociological literature, as it pertains to the formulation of research strategies for policy analysis and evaluation. Intensive study of a number of readings on applied areas of sociological concern. The Comprehensive Project based on the Internship experience is written up during this course.

SOCI 572 SELECTED PROBLEMS IN SOCIOLOGY 3

The intensive exploration of a general problem in sociology. Participants contribute research into an aspect of the problem, formed at the initiative of a department member or in response to student's interest with consent of the instructor.

SOCI 574 SOCIOLOGY OF ETHNIC RELATIONSHIPS 3

This course will analyze relationships among ethnic groups and evaluate the causes, consequences, and resolution of ethnic conflict. It will also consider the various policy implications of discrimination in institutional contexts.

SOCI 576 THE FAMILY AS AN INSTITUTION 3

This course will examine the family system in the West from both historical and contemporary perspectives. It will consider the implications of recent research on changing role structure and cultural values regarding marriage, and problems of adaptation in current family systems (e.g., dual-earner marriages, single-parent families, adolescent sexuality, family abuse, divorce, and remarriage).

SOCI 577 SOCIOLOGY OF POVERTY IN THE UNITED STATES 3

This course examines major contemporary definitions and ideologies of poverty and public welfare, and considers the extent and patterns of distribution of poverty. Alternative socio-economic explanations of poverty and their implications for policy will be assessed, and problem-solving aspects of program and policy research analyzed.

SOCI 578 COMMUNITY RESOURCES AND AGING 3

This course examines resources for the aging within their communities. Additionally, it will acquaint students with services provided by public and private agencies and relevant federal and state legislation.

**SOCI 581 SOCIOLOGICAL PERSPECTIVES ON
HEALTH AND MEDICINE 3**

This course will introduce the student to the interesting and complex relationships that exist between society, health, and health care. Class lecture discussions will focus on the connections between social structure, the quality of the physical and social environment, and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one's body, the perception of disease, and the construction of medical knowledge.

SOCI 582 THE SOCIOLOGY OF HEALTH CARE SYSTEMS 3

This course will focus on the relationship between the social structure of medical institutions, professional values, the socialization of health professionals and health care. The social context for the emergence of the modern medical profession, technology and knowledge will be considered along with contemporary social trends in Western industrialized societies such as the increasing medicalization of life. The implications of these trends for social policy and a cross-cultural analysis of healers and health care will be considered.

SOCI 584 THE SOCIOLOGY OF THE CRIMINAL JUSTICE SYSTEM 3

This course examines the criminal justice system (the police, the courts, correctional institutions, probation and parole) and considers its manifest and latent functions. It explores sociologically the ways in which offenders are selected, processed, and treated, and offers a view of the system from both occupational and experiential perspectives.

SOCI 585 THE SOCIOLOGY OF POLICE 3

The course will examine the urban police organization from diverse sociological perspectives. Subjects include the origin and function of the police, social organization of policing, police and the community, police discretion, police use of force, police corruption, and police stress. Police professionalization and social change in status, gender, and race relations within the organization will be examined in terms of their impact on policing the public. Various policy recommendations to improve the relations between the police and the community, and to reduce police corruption and violence will be discussed.

SOCI 587 THE SOCIOLOGY OF JUVENILE DELINQUENCY 3

This course will introduce students to the major sociological theories of juvenile delinquency from both etiological and treatment perspectives. Of particular concern is the relationship between juvenile crime and the larger culture. Topics to be explored include juvenile crime in industrial society; delinquency and the school experience; juvenile crime and adolescent development; the family and delinquency; class, ethnicity, gender, and the juvenile justice system, with an emphasis on treatment programs and facilities.

SOCI 588 AGING INDIVIDUAL IN AN AGING SOCIETY 3

This course examines the social causes of the "elder boom" as well as its consequences for family, education, the economy, politics and religion.

SOCI 590 SOCIOLOGY OF THE LIFE COURSE 3

This course addresses societal responses to individuals passing through stages of the life cycle: childhood, adolescence, middle age, and later life. It will explore the experience of aging and the social policies and institutions which shape that experience.

SOCI 591 THE SOCIOLOGY OF UNEQUAL DEVELOPMENT 3

This course will provide an analysis of the major sociological approaches to understanding the relations between societies at different levels of economic development, and the consequences of these relationships. Relationships between social institutions in the first and third worlds will be examined. Alternative strategies for dealing with poverty in the third world will be discussed.

SOCI 595 INTERNSHIP IN APPLIED SOCIOLOGY: CRIME AND JUSTICE 3

Students will select an institution dealing with an aspect of crime and justice in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

Prerequisite: Departmental approval.

SOCI 596 INTERNSHIP IN APPLIED SOCIOLOGY: AGING 3

Students will select an institution dealing with an aspect of aging in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

Prerequisite: Departmental approval.

SOCI 597 INTERNSHIP IN APPLIED SOCIOLOGY: 3
HEALTH AND ILLNESS

Students will select an institution dealing with an aspect of health and illness in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

Prerequisite: Departmental approval.

SOCI 598 INTERNSHIP IN APPLIED SOCIOLOGY: 3
SOCIAL RESEARCH AND POLICY

Students will select an institution dealing with an aspect of social research and policy in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

Prerequisite: Departmental approval.

SPANISH

Chairperson: Dr. John Zahner

Graduate Advisor: Dr. Vincenzo Bollettino

The MA program in Spanish offers students a wide array of courses in Spanish and Spanish American literature as well as in advanced studies of the Spanish language and literary theory. The program prepares students for careers in research and teaching and provides a cultural and linguistic base from which students can explore career options in interpreting, translating, diplomatic service, editorial work, social services, commerce and business. The Master of Arts degree also opens opportunities for students to pursue doctoral programs at major institutions.

ADMISSION REQUIREMENTS

The Master of Arts program in Spanish is open to students who hold a bachelor's degree with an undergraduate major in Spanish or who have completed 24 semester hours of Spanish on the undergraduate level or the equivalent. Students must take the Graduate Record Examination aptitude test prior to acceptance into the program.

Students who hold a bachelor's degree or its equivalent may enroll in graduate courses without obligation to follow a master's degree program, if they have 24 semester hours or the equivalent in Spanish.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPANISH

Semester Hours

- | | | |
|------|--|----|
| I. | Required Course | 3 |
| | Either | |
| | SPAN 504 Introduction to Literary Theory | |
| | or | |
| | SPAN 505 History of the Spanish Language | |
| II. | Peninsular Area | 12 |
| | One course from each of 4 designated areas | |
| III. | Spanish American Area | 12 |
| | One course from each of 4 designated areas | |
| IV. | Electives | 9 |
| | A minimum of three additional courses from the departmental offerings. | |
| V. | Comprehensive Examination or Thesis | |

The candidate for the MA degree will apply to the graduate advisor for the comprehensive examination one semester prior to the desired examination date. If option is to write a thesis, student will take SPAN 698 *Master's Thesis* as one of the elective courses and follow the steps outlined in *Procedures and Guidelines for the Preparation of Theses at Montclair State University*.

Minimum: 36 semester hours

For further details see the graduate advisor.

SPANISH

Course Descriptions

Semester
Hours

SPAN 501 ADVANCED STUDIES IN THE SPANISH LANGUAGE 3

The course provides students with the tools of stylistic analysis in order to enhance their appreciation of literary texts and to improve their own writing skills. It will acquaint the students with the principles of contrastive analysis to give them greater control over the structures of Spanish.

SPAN 504 INTRODUCTION TO LITERARY THEORY 3

An overview and analysis of major approaches to contemporary literary criticism. Theoretical texts representative of the different schools of criticism will be examined in order to define and understand the uniqueness of each methodology. Short works of fiction will be integrated with the theoretical texts to enable students to apply theory to practice and to engage in various readings of the same literary work.

SPAN 505 HISTORY OF SPANISH LANGUAGE 3

The Spanish language from its origins to the present. Phonological, structural and lexical evolution from vulgar Latin, following the process of transformation from its first documentary appearance.

SPAN 516 MEDIEVAL SPANISH LITERATURE TO 15TH CENTURY 3

The outstanding prose and poetry of Spain from the 11th century to the 15th century, with emphasis on the unique three-cultured society of the period.

SPAN 522 THEATER OF THE GOLDEN AGE 3

Structural and thematic study of the *comedia* through readings and discussions of representative plays of the period including those of Lope, Tirso, Calderón, Alarcón and Moreto.

SPAN 523 PROSE AND POETRY OF THE GOLDEN AGE 3

Critical readings of the picaresque and pastoral novels, the humanistic writing of Luis Vives, Alfonso and Juan Valdés, and Gracián. Textual analysis of the poetry of the Renaissance and Baroque from Garcilaso to Quevedo.

SPAN 524 CERVANTES 3

The prose writings and drama of Cervantes focusing on his unique artistic achievement. Readings of *El Quijote*, *Novelas ejemplares*, *Persiles y Segismunda* and selected *comedias* and *entremeses*.

SPAN 525 ENLIGHTENMENT AND ROMANTICISM 3

The erudition of the Enlightenment as symbolized by Feijóo, Jovellanos; neoclassicism; the romantic movement exemplified by Larra, el Duque de Rivas, Espronceda, García Gutiérrez, Zorrilla, Alarcón; costumbrismo.

SPAN 526 REALISM IN SPAIN 3

An examination of the development of the realistic novel in Spain in the 19th century as seen through the works of such authors as Fernán Caballero, Valera, Pardo Bazán, Clarín and the master novelist of the period, Pérez Galdós.

SPAN 527 THE GENERATION OF 98 3

An examination of major works of the generation of writers whose intellectual development coincides with the defeat of Spain in the Spanish-American War of 1898. Attitudes toward Spanish reality, culture, philosophy and art will be explored in the writings of Unamuno, Valle Inclán, Baroja, Azorín, Machado and others.

SPAN 528 SPANISH FICTION AND FILM 3

A critical analysis of works of Spanish literature of the 19th and 20th centuries and of films that are either based on the texts or reflect their major themes. Selected authors and film directors include Galdos, Lorea, Rodoreda, Tusquets, Buñuel, Saura and Almodóvar.

SPAN 530 SPANISH CULTURAL HISTORY 3

A study of the formation and the nature of Spanish civilization through an investigation of the political, social and cultural trends and influences on the Iberian Peninsula from prehistoric times to the present.

SPAN 533 CONTEMPORARY SPANISH THEATER 3

Analysis of representative plays from Benavente to Sastre are read. Critical study of the evolution of theater in light of style, technique and thought of these playwrights.

SPAN 534 SPANISH PROSE OF THE 20TH CENTURY 3

An analysis of the novels of contemporary Spanish writers whose novels appeared following the Spanish Civil War 1939. The development of the contemporary novel from social realism and objectivism to experimental techniques and subjectivism will be examined through the works of such authors as Cela, Delibes, Marsé, Martín Santos, Goytisolo, Martín Gaité, Matute, Moix and others.

SPAN 535 CONTEMPORARY SPANISH POETRY 3

Unamuno, Machado, Jiménez and poetry of the Generation of 27. Selective readings of younger poets of today. Emphasis on textual analysis.

SPAN 540 COLONIAL SPANISH AMERICAN LITERATURE 3

Study of pre-Columbian literature, followed by analysis of the chronicles of discovery and exploration and major works of colonial poetry, prose and theater.

SPAN 541 SPANISH AMERICAN LITERATURE OF THE 19TH CENTURY 3

Critical evaluation of prose and poetry from neoclassicism to naturalism and realism. Special emphasis will be given to the development of specific genres such as "literatura gauchesca" and the essay.

SPAN 542 SPANISH AMERICAN NOVEL OF THE 20TH CENTURY 3

Study of the aesthetic novels of Modernismo; novels of the Mexican Revolution; the psychological novel; and the novel of the land and of social reform.

SPAN 543 SPANISH AMERICAN THEATER OF THE 20TH CENTURY 3

New trends in the Spanish American theater: the theater of the absurd, the theater of cruelty and the theater of fantasy. Critical analysis of representative works of these genres.

SPAN 546 MODERNISMO IN SPANISH AMERICA 3

Critical evaluation of the Modernista movement in Spanish American poetry and prose. Genesis, techniques, characteristics and principal writers of the movement.

- SPAN 548 CONTEMPORARY SPANISH AMERICAN NOVEL 3**
A critical examination of representative examples of the Spanish American novel from the “boom” to the “post-boom.”
- SPAN 549 CONTEMPORARY SPANISH AMERICAN SHORT STORY 3**
The contemporary short story from the end of the Modernista period to the present time. Critical evaluation and analysis of representative works.
- SPAN 551 CONTEMPORARY SPANISH AMERICAN POETRY 3**
Individual works of poetry as autonomous linguistic and artistic creations and as part of a general renaissance in culture. Post-modernism, vanguardism and post-vanguardism.
- SPAN 560 TOPICS IN SPANISH AND SPANISH AMERICAN LITERATURE 3**
Selected specialized topics, either of a period, genre, or particular author, in Spanish or Spanish American literature. Topic will change with each offering. Majors only.
- SPAN 698 MASTER'S THESIS 3**
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take SPAN 699 if they don't complete SPAN 698 within the semester.
Prerequisite: Departmental approval.
- SPAN 699 MASTER'S THESIS EXTENSION 1**
Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: SPAN 698.

STATISTICS

Chairperson: Dr. Helen M. Roberts

Graduate Coordinator: Dr. Thomas E. Williamson

The Department of Mathematical Sciences offers a Master of Science degree in Statistics and a Master of Science degree in Mathematics with a Statistics concentration. The Department of Computer Science offers the Master of Science in Computer Science with a concentration in Applied Statistics. The degrees with concentrations in statistics are discussed under degrees in Mathematics and Computer Science respectively.

The MS in Statistics has been developed for students interested in becoming practitioners of statistics, who are trained in statistical methodology. The programs emphasize the foundations and concepts of statistics as well as the new and developing areas of statistics. Though the applications of statistical sciences are emphasized, the theoretical foundations are presented as well. Specifically, students are prepared for professional work in the design and analysis of statistical models, data analytic techniques and the associated computational methods, and statistical computing. The curriculum is designed to allow students to develop the skills needed to achieve positions in the many pharmaceutical, chemical, health services, public service and consumer product corporations and other industries that require significant research and development efforts as well as data analysis. Through the accessibility of computers and the availability of powerful statistical software to analyze huge data sets, the use of statistical methods has now become widespread in many industries.

The MS in Statistics is of interest to undergraduate mathematics majors looking for challenging career paths that apply their problem solving skills to important social, health, medical and business issues; undergraduate statistics majors who feel the need to expand their knowledge; people currently working as statistical assistants; people trained in biology, chemistry, physics or medicine who are involved in the analysis of experiments; and computer scientists who are involved in data analysis.

Our statistics faculty is active at the national and local level of professional societies and consult for Fortune 500 companies. Occasionally we bring in statistical scientists from local telecommunications or pharmaceutical firms to present courses on special topics in new and developing areas of statistics.

The Statistical Consulting Program, housed in the Department of Mathematical Sciences, offers the campus community and off-campus clients statistical advice in the design of experiments and studies as well as the analysis and interpretation of the results. This program also offers MS students the opportunity to obtain applied experience by becoming involved in the data collection, analysis and interpretation of ongoing projects. In addition, our proximity to the pharmaceutical industry permits students the exciting option of an applied industrial experience, working under the supervision of a practicing statistician and a departmental faculty advisor.

Students and faculty in the Department have access to state-of-the-art interactive computing environments for data analysis and data graphics. The SAS Application System and S-Plus are available on a Sun Microsystems network consisting of Sun Fire and Enterprise servers. Sun Ultra and Sun Blade workstations are available to students and faculty. Some of the UNIX software packages and programming languages available

include: Java, C, C++, Fortran 90 and 77, interpreters in Prolog and ML, PHP, Perl, Tcl, Rational Suite Development Studio, SAS, Maple, Netscape, Star Office, LaTeX, S-Plus, and Oracle Database. Legacy software packages are available through the campus VAX network and include: ADA, Basic, C, C++, COBOL, FORTRAN, GPSS, Ingress, Lisp, Macro, Maple, Minitab, Pascal, Prolog, SAS, SAS Graphics, SPSSX, and SPSS Graphics. Students have access to a 20 workstation Sun Microsystems computerlab conveniently located in the same building as the Mathematics department. Remote connectivity to CSAM's UNIX network is universally available from campus computer laboratories as well as from off campus. Campus computer labs commonly have both PC and Macintosh computers and offer a standard set of applications, some of which include: Microsoft Office, SPSS, Netscape and Internet Explorer. MSU hosts its own ISP dial-up access, which is available to all faculty and students within its calling area. The College of Science and Mathematics maintains an independent computer support operation consisting of a system administrator and student technicians. This support is specialized towards resolving CSAM related computing issues, and is provided in addition to the campus computer Helpdesk. The campus computer Helpdesk is available for regular and extended hour telephone and in-person support.

ADMISSION REQUIREMENTS

1. All students must meet the admissions requirements for graduate study at Montclair State University.
2. Applicants must possess a bachelors degree from an accredited institution with either:
 - a. A major in computer science or mathematics.
 - b. A major in science or engineering
 - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
3. Applicants must have taken at least 18 undergraduate mathematics credits which should include:
 - a. Three semester sequence of calculus
 - b. Linear algebra
 - c. Probability.
4. Applicants must be proficient in a computer programming language such as C, C++, or Java.

A candidate for the Master of Science degree in Statistics must consult the graduate coordinator of the department before matriculation since the choice of graduate courses must be adjusted to the level of preparation in undergraduate work. All the degree programs in Statistics are 33 credit programs. The student's work program listing course requirements is prepared in consultation with the graduate coordinator. In order to be awarded a Master of Science degree in Statistics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematical Sciences. In addition a student must pass a three hour written comprehensive examination based on the core courses. Students are required to have a 3.0 grade point average and to have completed a minimum of 12 degree bearing credits in order to be eligible to take the comprehensive examination.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN STATISTICS

	Semester Hours
I. Required Core Courses	15-18 s.h.
STAT: 541 or equivalent*	
STAT: 542, 543, 544, 547, 548	
<i>* This course must be taken if an equivalent course has not been taken previously</i>	
II. Statistical Science Electives	12 s.h.
One of the following courses:	
STAT: 640, 646 or 648	
Three or more courses selected from:	
STAT: 545, 546, 549, 640-649	
III. Computer Science, Mathematics and/or Statistics Electives	3-6 s.h.
Courses selected from:	
CMPT: 578, 583, 586, 589, 590, 592, 593, 594, 683	
MATH: 540, 560, 568, 569, 580, 584,	
STAT: 541-549; 640-649	
Substitutions are allowed with prior written approval of the graduate coordinator. At most 6 semester hours can be taken at the 400 level. At most six semester hours of an applied industrial experience can be taken with approval of the graduate coordinator.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Statistics.	

MATHEMATICAL SCIENCES

Course Descriptions

	Semester Hours
STAT 541 APPLIED STATISTICS	3
Review of estimation and hypothesis testing for one sample and two sample problems; introduction to non-parametric statistics, and linear regression; fundamental principles of design, completely randomized design, randomized block design, Latin square, and 2 factor designs.	
<i>Prerequisite: STAT 440 Fundamentals of Modern Statistics or 443 Introduction to Mathematical Statistics and permission of graduate coordinator.</i>	

STAT 542, 543 STATISTICAL THEORY I, II 3 each

Discrete and continuous probability distributions, multivariate distributions, sampling theory, transformations, Chi-squared, 'F' and 't' distributions. Point estimation properties of estimators, sufficiency, exponential families, interval estimation, hypothesis testing, power, Neyman-Pearson Lemma, likelihood ratio tests. The impact of the above theory on areas such as regression analysis, analysis of variance and analysis of discrete data.

Prerequisites: STAT 541 and permission of graduate coordinator for STAT 542; STAT 542 for STAT 543.

STAT 544 STATISTICAL COMPUTING 3

Computer systems for data analysis and data graphics, and intermediate level statistical methodology are investigated. Several statistical computing packages are utilized and evaluated.

Prerequisites: STAT 541 or 548, and CMPT 183 Foundations of Computer Science I and permission of graduate coordinator.

STAT 545 PRACTICUM IN STATISTICS I 3

An applied experience in which students work with practitioners in industry, government or research organizations utilizing statistical techniques in a research setting. Students will work with statisticians on projects involving experimental design and data collection as well as the analysis and interpretation of the data.

Prerequisites: STAT 541, and 544 and STAT 547 or 548 and permission of Statistics advisor.

STAT 546 NON-PARAMETRIC STATISTICS 3

Selected distribution-free tests and estimation techniques including sign, Kolmogorov-Smirnov, Wilcoxon signed rank, Mann-Whitney, Chi-square, rank correlation, Kendall's Tau, Kruskal-Wallis, Friedman, McNemar, and others.

Prerequisites: STAT 440 Fundamentals of Modern Statistics and permission of graduate coordinator.

STAT 547 DESIGN AND ANALYSIS OF EXPERIMENTS 3

Fundamental principles of design; fixed, random and mixed models; factorial designs; designs with restricted randomization; split plot design; confounding; fractional replication; experimental and sampling errors.

Prerequisite: STAT 541 or 548.

STAT 548 APPLIED REGRESSION ANALYSIS 3

Fitting equations to data; matrices, linear regression; correlation; analysis of residuals; multiple regression, polynomial regression; partial correlation; stepwise regression; regression and model building; regression applied to analysis of variance problems; introduction to nonlinear regression.

Prerequisites: STAT 440 Fundamentals of Modern Statistics or STAT 443 Introduction to Mathematical Statistics and permission of graduate coordinator.

STAT 549 SAMPLING TECHNIQUES 3

Sampling and survey methodology; basic sampling theory; simple, stratified, random, cluster, systematic and area sampling. Sampling errors and estimation procedures.

Prerequisites: STAT 440 Fundamentals of Modern Statistics or STAT 443 Introduction to Mathematical Statistics and permission of graduate coordinator.

STAT 595 TOPICS IN STATISTICS 3

Topics such as exploratory data analysis statistical graphics, statistical quality control and statistical quality assurance, Bayesian methods and Markov chain, Monte Carlo studies. May be repeated twice for a total of nine credits.

Prerequisite: Permission of graduate coordinator.

STAT 640 BIOSTATISTICS I 3

Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Categorical data analysis, logistic regression, generalized linear models, nonparametric regression techniques.

Prerequisites: STAT 544, and 547, and 548 and permission of graduate coordinator.

STAT 641 BIOSTATISTICS II 3

Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Survival analysis and designs for clinical trials.

Prerequisites: STAT 544, and 547, and 548, and permission of graduate coordinator.

STAT 645 ADVANCED TOPICS IN STATISTICS 3

Recent developments in statistical science. Topics such as data mining, statistical genomics, computationally intensive data-analytic methods, statistical consulting, dynamic statistical graphics and visualization, applied time series analysis. May be repeated with no limit as long as the topic is different.

Prerequisite: Permission of graduate coordinator.

STAT 646 MULTIVARIATE ANALYSIS 3

Analysis of multiple response variables simultaneously; covariance and the multivariate normal distribution; manova, discriminant functions; principle components and canonical correlations.

Prerequisites: STAT 541 and 548 and permission of graduate coordinator.

STAT 648 ADVANCED STATISTICAL METHODS 3

Advanced statistical concepts and methods used by statistical scientists in the analysis of designed experiments and observational studies. Response surface methodology, analysis of covariance, the general linear model, the cell means model and the analysis of variance of unbalanced or messy data.

Prerequisites: STAT 544, and 547, and 548 and permission of graduate coordinator.

STAT 649 INDEPENDENT STUDY IN STATISTICS 3

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in statistics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

Prerequisite: Permission of graduate coordinator. Departmental approval.

THEATRE

Chairperson: Prof. Eric Diamond, Theatre and Dance Department
Graduate Advisors: Dr. Jane Peterson

The Master of Arts degree in Theatre is designed to enhance already existing skills in the theatre or to develop those skills that can be applied from related and ancillary backgrounds. The program is structured to emphasize both theoretical and practical approaches in theatre and to allow for original research and creative projects. Concentrations are available in Theatre Studies and Production/Stage Management. Special attention is paid to the literature and history of each area of concentration and to the respective academic and professional skills necessary to become a practitioner of the selected concentration. The course sequence and content are designed to strengthen research, performance, and production. The Master of Arts in Theatre Studies is ideal for those seeking to pursue a generalized knowledge in theatre or for those who plan to continue in a program of doctoral studies. The Master of Arts in Production/Stage Management is ideal for those who wish to pursue a management position in educational or professional theatre.

ADMISSION REQUIREMENTS

It is recommended that students wishing to matriculate as graduate students in Theatre would have completed an undergraduate major or the professional equivalent from one of the following areas: acting, directing, production, design, English or cultural studies. Students with other degrees will be considered on an individual basis. Some students may need to improve their preparatory backgrounds through undergraduate courses for which graduate credit is not given.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN THEATRE

CONCENTRATION IN THEATRE STUDIES

The candidate must complete all three parts of the requirements and a comprehensive examination for the degree as detailed below.

		Semester Hours
I.	Required Common Core	6
	THTR 501 Research Methods in Theatre	3
	THTR 534 Graduate Theatre Readings	3
II.	Required Courses	18
	THTR 505 Dramaturgy	3
	THTR 511 Tragic Elements in Drama	
	OR	
	THTR 512 Comic Elements in Drama	3

THTR	513	Modern and Contemporary Theatre History	3
THTR	517	Theatre Criticism	3
THTR	525	Advanced Acting Workshop	
		OR	
THTR	535	Advanced Directing Workshop	3
THTR	599	Independent Study	3
		(must be an academic writing project)	
III.		Electives:	9
		Chosen in consultation with the graduate advisor.	
		(6 semester hours may be taken outside of the Theatre department)	
THTR	504	Contemporary Theatre	3
THTR	509	Special Topics in Theatre and Drama	3
THTR	511	Tragic Elements in Drama	3
THTR	512	Comic Elements in Drama	3
THTR	514	Non-Western Drama and Theatre	3
THTR	525	Advance Acting Workshop	3
THTR	535	Advance Directing Workshop	3
THTR	540	The Collaborative Process	3
THTR	545	Scenic Design I: The Legitimate Theatre	3
THTR	554	Stage Lighting Design	3
THTR	555	Advanced Problems in Technical Production	3
THTR	575	Seminar Costume Design & Construction	3
THTR	580	Theatre Management	3
THTR	581	Stage Management	3
THTR	582	Production Management	3
THTR	599	Independent Study	3
IV.		Comprehensive Examination Required	
		May be taken after completing 24 semester hours of graduate work.	
		Total semester hours: 33	

CONCENTRATION IN PRODUCTION/STAGE MANAGEMENT

The Candidate must complete all three parts of the requirements and a comprehensive examination for the degree as detailed below:

		Semester Hours
I.	Required Common Core	6
	THTR 501 Research Methods in Theatre	3
	THTR 534 Graduate Theatre Readings	3
II.	Required Courses	15-16
	THTR 507 Theatrical Production	3
	THTR 508 Internship: Theatrical Practice	6-7
	THTR 581 Stage Management	3
	THTR 582 Production Management	3

III.	Electives:	12
	To be selected in consultation with the graduate advisor:	
	THTR 504 Contemporary Theatre	3
	THTR 505 Dramaturgy	3
	THTR 509 Special Topics in Theatre and Drama	3
	THTR 511 Tragic Elements in Drama	3
	THTR 512 Comic Elements in Drama	3
	THTR 513 Modern and Contemporary Theatre History	3
	THTR 514 Non-Western Drama and Theatre	3
	THTR 517 Theatre Criticism	3
	THTR 525 Advance Acting Workshop	3
	THTR 535 Advance Directing Workshop	3
	* THTR 540 The Collaborative Process	3
	* THTR 545 Scenic Design I: The Legitimate Theatre	3
	THTR 546 Scenic Design II: Performing Arts	3
	* THTR 554 Stage Lighting Design	3
	THTR 555 Advanced Problems in Technical Production	3
	THTR 575 Seminar Costume Design & Construction	3
	* THTR 580 Theatre Management	3
	THTR 599 Independent Study	3
	<i>* Highly recommended courses</i>	
IV.	Comprehensive Examination Required	
	May be taken after completing 24 semester hours of graduate work.	
	Total semester hours: 33	

THEATRE AND DANCE DEPARTMENT

Course Descriptions

	Semester Hours
THTR 501 RESEARCH METHODS IN THEATRE	3
Foundations in research and research methodologies. A survey of resources and methods (including critical, historical and textual) in theatre to assist students in assessing and designing research. Course must be completed in first two semesters of matriculation.	
THTR 504 CONTEMPORARY THEATRE	3
The theory and practice in today's professional theatre: writing, acting, directing and producing problems and trends of current theatrical fare. Open to all graduate students.	
THTR 505 DRAMATURGY	3
Introduction and overview of dramaturgy as a component of the creative team. Includes units on production dramaturgy, collaboration with directors, new play development, working with playwrights and adaptation.	
THTR 507 THEATRICAL PRODUCTION	3
Students pursue projects in one of the following areas: acting, directing, scenic design, lighting design, technical theatre or management. May be repeated for a maximum of six credits.	

THTR 508 INTERNSHIP: THEATRICAL PRACTICE 3 - 7

Practical experience in theatre under supervision of staff member of professional, semi-professional, or educational theatre, on- or off-campus.

Prerequisite: Departmental approval.

THTR 509 SPECIAL TOPICS IN THEATRE AND DRAMA 3

A selected topic in the history, literature, criticism or theory of theatre and drama not included in the regular departmental offerings will be examined in depth. May be repeated for a maximum of six credits.

THTR 511 TRAGIC ELEMENTS IN DRAMA 3

The "evolution" of tragic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative tragic playscripts in terms of style, structure, "tragic devices," content, and performance.

THTR 512 COMIC ELEMENTS IN DRAMA 3

The "evolution" of comic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative comic playscripts in terms of style, structure, "comic devices", content, and performance.

THTR 513 MODERN AND CONTEMPORARY THEATRE HISTORY 3

Theatrical history associated with Western culture from 1890 to the present; the contemporary theatrical scene and its direct heritage. Major emphasis on British and continental developments with some attention to American theatre.

THTR 514 NON-WESTERN DRAMA AND THEATRE 3

Theatrical forms and dramatic literature of non-Western cultures (China, Japan, India, Southeast Asia and Africa) in historical and contemporary contexts. The influence of these forms on modern Western theatrical theory and practice (Brecht, Artaud, Brook and others) will be examined.

THTR 517 THEATRE CRITICISM 3

Historical review of the principles involved in theatre criticism from a literary perspective. While attention is given to selected historical periods, dramatic theorists and theatre critics, the focus of class is on contemporary critical methodologies that augment playscript interpretation and production.

THTR 525 ADVANCED ACTING WORKSHOP 3

A workshop of acting styles from the classical to the modern, highlighting traditional periods, including Greek, Elizabethan, Restoration, and realistic acting. The basic assignments of the course are scene study and class presentations, individual and partner work in assignments and exercises.

THTR 534 GRADUATE THEATRE READINGS 3

Reading and assessment of important texts in the theory, history, criticism and practice of theatre. **Course must be completed within the first two semesters of matriculation.**

THTR 535 ADVANCED DIRECTING WORKSHOP 3

A workshop in play directing, including analysis and direction of scenes from realistic and period style plays. Final project includes a director's analysis and prompt script or the equivalent work in a term report on a particular approach to directing.

THTR 540 THE COLLABORATIVE PROCESS 3

Course explores creative and collaborative strategies among the personnel involved in the mounting and production of a script: directors, designers, dramaturges and production personnel. It will explore techniques of script, analysis, the creation of a production concept, and the effective implementation of this concept in all facets of production.

THTR 545 SCENIC DESIGN I: THE LEGITIMATE THEATRE 3

Scene design as related to the play, director and audience. Theatrical styles, genres, multiple, unit and simultaneous settings discussed. Includes script analysis and design work with an emphasis on visualization of design concepts, perspective sketch and modeling techniques.

THTR 546 SCENIC DESIGN II: PERFORMING ARTS 3

Design problems inherent in musical comedy, opera and dance. Emphasis on planning, design and execution of scenery.

THTR 554 STAGE LIGHTING DESIGN 3

The theory and practice of lighting design from both pragmatic and aesthetic points of view. The student will focus on the function and qualities of lighting as a design medium and its application to various styles of theatrical production. Student will develop several lighting plots and schedules.

THTR 555 ADVANCED PROBLEMS IN TECHNICAL PRODUCTION 3

Physical resources available to technician. Exploration of new materials and techniques as well as extensive work in standard techniques. Knowledge of drafting techniques helpful.

THTR 575 SEMINAR COSTUME DESIGN AND CONSTRUCTION 3

Costume as one visual element of design in the theatre. Research procedure, design theory, construction techniques, use of materials.

THTR 580 THEATRE MANAGEMENT 3

The theatre as a business enterprise: production units; box office procedures; standard contractual arrangements; unions and their regulations; subscription management. Manager as a community relations specialist; publicity; the theatre as a community resource. Open to graduate students with a background in performing arts.

THTR 581 STAGE MANAGEMENT 3

Experiential study of stage management including: pre-production script analysis, organizing a prompt script, function in production meetings, implementing rehearsal schedule and company rules, rehearsal duties, technical rehearsals, and running/closing the show. Student will participate in all productions.

THTR 582 PRODUCTION MANAGEMENT 3

Experiential study of season scheduling; space scheduling; rehearsal scheduling; budgeting and pricing out costs for sets, costumes, lighting and props; management of backstage personnel; union contracts; and safety issues in the theatre and backstage. Course work supplemented by hands-on work on theatre/dance projects and spaces.

THTR 599 INDEPENDENT STUDY 1 - 3

Individual projects in theatre that result in significant research.

Prerequisite: Departmental approval.

THTR 698 MASTER'S THESIS**6**

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take THTR 699 if they don't complete THTR 698 within the semester.

Prerequisite: Departmental approval.

THTR 699 MASTER'S THESIS EXTENSION**1**

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: THTR 698.

GRADUATE CERTIFICATE PROGRAMS

Graduate certificate programs are a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. The Graduate School offers credit certificate programs. Certificate programs at Montclair State University vary in length, but most are designed to be able to be completed within one to two years of study.

The following is a list of Graduate Certificate Programs offered by Montclair State University:

- American Dietetic Association Didactic Program in Dietetics
- Child Advocacy
- CISCO
- Collaborative Teaching for Inclusive Settings
- Health Education
- Molecular Biology
- Music Therapy
- Nutrition and Exercise Sciences
- Object Oriented Computing
- Paralegal Studies
- Philosophy for Children
- Teaching English to Speakers of Other Languages
- Teaching Middle Grades Mathematics
- Translation and Interpretation in Spanish
- Water Resource Management

Program description, admission information, and undergraduate course descriptions are included under each program. There is also a reference to the index entry for the program under which graduate course descriptions are printed.

Admission to a certificate program does not guarantee acceptance into a Montclair State University degree program. Students must reapply if interested in a graduate degree program.

The Graduate School will notify first time certificate students that they have been admitted and are eligible for registration via a letter. Please refer to the Schedule of Courses booklet available from the Office of the Registrar for more information. Students must meet appropriate deadlines to be eligible for registration

AMERICAN DIETETIC ASSOCIATION (ADA) PROGRAMS

ADA-DIDACTIC PROGRAM IN DIETETICS (DPD)

Director: Dr. Doreen Liou

ADA Coordinator: Ms. Carol Sokolik

The ADA Certificate program is approved by the American Dietetic Association. It involves completion of an undergraduate curriculum known as the Didactic Program in Dietetics (DPD), which is offered within the Department of Human Ecology. Individuals with a Bachelor of Arts or Sciences in any field may complete the course work to achieve an American Dietetic Association (ADA) Verification Statement.

The Verification Statement is required for applying to ADA dietetic internships or supervised practice programs as well as active membership in the Association and some employment applications. The internship/AP4 is the supervised practice requirement which is a prerequisite to taking the national registration exam the status of the Registered Dietitian is achieved and the credentials RD may be used in practice.

ADA Approved Preprofessional Practice Program (AP4) - For AP4 (internship) application and program information, please call Life Skills Center (973) 655-4172 or AP4 Office at (973) 655-4375. This supervised practice program is highly competitive and open only to those who have successfully completed the ADA Didactic program.

CHILD ADVOCACY CERTIFICATE PROGRAM

Certificate Advisor: Dr. Robert McCormick

The Child Advocacy certificate has been designed to provide students with a multi-disciplinary understanding of the role of the child advocate as seen through the disciplines of law, sociology, and psychology. This unique perspective encompassing these three areas of learning equip graduates with training that will enhance their skills in a variety of settings.

ADMISSION REQUIREMENTS

To be considered for admission into the Child Advocacy Post-Baccalaureate Certificate program, students must have a baccalaureate degree in any discipline. Students must submit to the Graduate School a completed Graduate Application, which includes official transcripts from each college/university attended and a statement of objectives. Students can begin the program any semester. Courses are offered during the fall and spring semester and during summer session. These courses are not eligible to be transferred into a master's degree program.

REQUIREMENTS FOR THE CHILD ADVOCACY CERTIFICATE PROGRAM

			Semester Hours
Required Courses (18 semester hours):			
CHAD	350	Introduction to Child Advocacy	3
CHAD	410	Child Abuse and Neglect	3
CHAD	412	Children and Justice	3
CHAD	430	Interviewing Skills for the Child Advocate	3
CHAD	440	Current Social Issues in Child Advocacy	3
JUST	499	Selected Topics in Justice Studies	3

JUSTICE STUDIES

Undergraduate Course Descriptions

Semester Hours

CHAD 350 INTRODUCTION TO CHILD ADVOCACY 3

This course provides students with an overview of the field of child advocacy. The role of the child advocate is explored in a myriad of professional settings. Ethical, legal and professional responsibilities are discussed.

Prerequisites: Students must hold a bachelor's degree from an accredited college or university.

CHAD 410 CHILD ABUSE AND NEGLECT 3

This course provides students with an understanding of the development and behavior of children in the child welfare system. Specific emphasis is placed on issues related to child abuse and neglect.

Prerequisites: Students must hold a bachelor's degree from an accredited college or university.

CHAD 412 CHILDREN AND JUSTICE 3

This course provides a multi-systemic view of child welfare issues. It reviews and discusses children's rights from a systems perspective. Societal issues of poverty, violence and isolation within a historical content are explored. The course explores and discusses advocacy protocols and practice.

Prerequisites: Students must hold a bachelor's degree from an accredited college or university.

CHAD 430 INTERVIEWING SKILLS FOR THE CHILD ADVOCATE 3

This course provides an investigation and analysis of the process and nature of different forms of interviewing techniques. It explores intra-personal and inter-personal aspects of the communication process. A framework for interviewing individuals of diverse backgrounds is examined.

Prerequisites: Students must hold a bachelor's degree from an accredited college or university.

CHAD 440 CURRENT SOCIAL ISSUES IN CHILD ADVOCACY 3

This course reviews and discusses selected problems of social disorganization. It takes a multi-disciplinary approach in examining family problems related to poverty, drug abuse and violence. Causation of delinquency and the fragmentation of the family system are examined.

Prerequisites: Students must hold a bachelor's degree from an accredited college or university.

JUST 499 SELECTED TOPICS IN JUSTICE STUDIES 3

Exploration of a timely and significant area of Justice Studies. The specific topic will be announced each time that the course is offered. May be repeated once for a total of six semester hours.

Prerequisites: Students must hold a bachelor's degree from an accredited college or university.

CISCO CERTIFICATE PROGRAM

Certificate Advisor: Dr. Dorothy Deremer

The CISCO program is MSU's local implementation of the nationally recognized and CISCO developed CISCO Networking Academy. Completion of the program with satisfactory standing prepares students to take the CISCO Certified Network Associate (CCNA) exam. The program includes four required and sequential half semester courses, CISCO I, II, III, and IV through the fall and spring semesters for a total of 4 academic credits. The courses are delivered through lecture and hands-on activities by a CISCO certified instructor.

The CISCO program provides students with classroom and laboratory experiences as a basis for preparation for the CCNA exam, for further education in computing networking and for expanding career opportunities in industry.

ADMISSION REQUIREMENTS

Prerequisites for the program include permission of the Department, Precalculus, a year's experience with Java, C++, FORTRAN, or Pascal, or in some cases, Visual BASIC, and an undergraduate degree. The department provides a one-time waiver for the CCNA exam fee for students with satisfactory course grades.

REQUIREMENTS FOR THE CISCO CERTIFICATE PROGRAM

	Semester Hours
Required Courses:	
CISCO I	1
CISCO II	1
CISCO III	1
CISCO IV	1

For further information contact the Computer Science department.

COLLABORATIVE TEACHING FOR INCLUSIVE SETTINGS CERTIFICATE PROGRAM

Certificate Advisor: Dr. Elaine Fine

The certificate program Collaborative Teaching for Inclusive Settings, offered by the department of Curriculum and Teaching, is available only to school districts interested in working on increasing the capacity of school personnel to meet the needs of students in inclusive classrooms. This course of study is designed to have school-based faculty approach inclusion from a team perspective. Because of this, districts are asked to register their faculty in teams. Teams are to consist of general education, special educators, child study team members and, if possible, representatives from administration. Classes may be held at off-campus sites in the district(s). Enrollment is open only to those in the affiliated district. Students interested in future offering of the program should contact the advisor.

ADMISSION REQUIREMENTS

Students must have a valid education certificate (Elementary; Secondary; Teacher of the Handicapped; Learning Disabilities Teacher-Consultant) or alternate school certificate (Speech Language Specialist; School Occupational Therapist; School Psychologist; School Business Administrator); affiliation with a participating district; and commitment to take the five course sequence; waiver on SPED 579 will be available with advisor approval if equivalent course with inclusion focus has been taken.

REQUIREMENTS FOR THE COLLABORATIVE TEACHING FOR INCLUSIVE SETTINGS CERTIFICATE PROGRAM

			Semester Hours
Required Courses (15 semester hours):			
SPED	566	Language-Based Learning Strategies for Use in Inclusive Settings	3
SPED	567	Instructional Planning for Students with Disabilities in Inclusive Settings I (Preschool to Third Grade)	
OR			
SPED	568	Instructional Planning for Students with Disabilities in Inclusive Settings II (4th through 12th grade)	3
SPED	588	Managing Student Behavior in Inclusive Settings	3
SPED	579	Special Education for Students with Disabilities	3
SPED	668	Consultation Methods	3

Graduate course descriptions are listed in Curriculum and Teaching Department. Please refer to the index for the page number.

HEALTH EDUCATION CERTIFICATE PROGRAM

Certificate Advisor: Dr. Reza Shahrokh

The certificate program in Health Education, offered by the department of Health Professions, Physical Education, Recreation and Leisure Studies, is designed to serve practicing classroom teachers who seek further background in health education in the areas of content and pedagogy. This graduate certificate can be completed in two semesters.

ADMISSION REQUIREMENTS

Students must have a baccalaureate degree from an accredited institution of higher education with a minimum cumulative grade point average of 2.5 on a 4-point scale or the equivalent on a 5-point scale and a teaching certificate

REQUIREMENTS FOR THE HEALTH EDUCATION CERTIFICATE PROGRAM

			Semester Hours
I.	Select one of the following:		
	HLTH	520 Foundations and Methods in Health Education	3
	HLTH	526 Curriculum Development and Program Planning in Health Education	3
II.	Select three of the following:		
	HLTH	511 Biomedical Psychosocial Perspectives on Drugs	3
	HLTH	530 Health Issues Seminar	3
	HLTH	540 Selected Topics in Mental Health	3
	HLTH	560 Human Diseases	3
	HLTH	575 The Teaching of Human Sexuality	3

Graduate course descriptions are listed with the Health Education M.A. program. Please refer to the index for the page number.

MOLECULAR BIOLOGY CERTIFICATE PROGRAM

Certificate Advisor: Dr. Quinn Vega

The Molecular Biology certificate is designed for individuals seeking employment in the biotechnology and pharmaceutical industries, those currently employed seeking to learn new techniques or update their skills and for those individuals that want to strengthen their preparation for further postgraduate work. The unique feature of the Molecular Biology certificate program is its focus on laboratory methodologies in molecular biology and biotechnology. The recommended course of study will provide both theoretical and applied instruction in modern, well-equipped biology laboratories. Students in this program will gain expertise in a variety of essential molecular methodologies including PCR, automated DNA sequence analysis, molecular cloning, gene expression, fermentation technology, site-directed mutagenesis, immunology and cell manipulation techniques.

All courses for the certificate program will be offered on evenings and/or weekends in the 60,000 square foot Science Hall which features state-of-the-art biological teaching laboratories. A total of 14 - 15 semester hours (depending on elective course selected) are required for this program.

ADMISSION REQUIREMENTS

Students must have a bachelor's degree in biology, biochemistry or a related field or approval of the program advisor. Students must submit the application form and transcripts from all undergraduate institutions attended.

The matriculation program for certificate candidates is prepared in consultation with the certificate advisor. Changes in the program can be made only with the written approval of the certificate advisor. It is the responsibility of the student to keep the advisor informed of progress in the program.

REQUIREMENTS FOR THE MOLECULAR BIOLOGY CERTIFICATE PROGRAM

			Semester Hours
I.	Required Courses (11 semester hours):		
	BIOL	547 Molecular Biology I (lecture)	3
	BIOL	548 Molecular Biology II (laboratory)	4
	BIOL	592 Biology Consortium (seminar)	1
	BIOL	598 Selected Techniques in Molecular Biology	1.5
(Students take this course twice, for a total of 3 credits)			

II.	Elective (Select 1 of the following for 3-4 semester hours):		
BICL	405	Cell Culture	4
BIOL	512	Topics in Modern Genetics	3
BIOL	513	Instrumentation and Techniques for Biological Science	4
BIOL	533	Advanced Cell Biology	3
BIOL	550	Topics in Microbiology	3
CHEM	570	Selected Topics in Advanced Biochemistry	3

BIOLOGY AND MOLECULAR BIOLOGY

Course Descriptions

Semester
Hours

BICL 405 CELL CULTURE 3

Theory of and practice in working with living cells: tissue culture techniques, cell communication, differentiation, regeneration and aging in several living cell systems.

Prerequisites: Departmental approval. Special fee.

Graduate course descriptions are listed with the Biology M.S. program and the Chemistry M.S. program. Please refer to the index for the page number.

MUSIC THERAPY CERTIFICATE PROGRAM

Certificate Advisor: Dr. Karen D. Goodman

The Music Therapy Certificate program is designed for those students who wish to pursue post-baccalaureate study in music, psychology and music therapy courses leading to the national exam for Board Certified Music Therapist. This course of study generally takes a minimum of 4.5 semesters to complete and is individually formatted, depending upon the educational background and musical proficiency of the student. Once this course of study is successfully completed, students are qualified to take the national examination. All prospective certification students must apply through the Graduate School and audition on their primary instrument for the Music department. Please contact the certificate advisor for further information.

NUTRITION AND EXERCISE SCIENCE CERTIFICATE PROGRAM

*Certificate Advisors: Dr. Shahla Wunderlich (Human Ecology Department)
Dr. Michele Fisher (Health Professions, Physical Education,
Recreation and Leisure Studies
Department)*

The graduate certificate program in Nutrition and Exercise Science provides students the opportunity to gain knowledge in the closely related fields of nutrition and exercise science. The program is designed to develop and enhance competencies necessary for creating applied nutrition and exercise programs for clients interested in wellness and weight management, as well as athletes striving to optimize performance. Both theoretical and practical approaches are emphasized throughout the program. Students are required to take two courses from each of the content areas and one elective, yielding a total of 15 semester hours. The certificate issued by Montclair State University signifies completion of the specified coursework. This program does not lead to a Master's degree or certification in the respective fields of nutrition and exercise science. However, students who apply for a master's degree program after the completion of this certificate may transfer some coursework toward the degree.

ADMISSION REQUIREMENTS

Students must have a baccalaureate degree from an accredited college or university with a minimum cumulative grade point average of 2.5 on a 4-point scale. Applicants must also have evidence of previous coursework in anatomy and physiology, chemistry (including a lab), nutrition, and physiology of exercise. Students lacking adequate preparation may be required to take additional coursework at the undergraduate level as a prerequisite to entry in the certificate program.

REQUIREMENTS FOR THE NUTRITION AND EXERCISE SCIENCE CERTIFICATE PROGRAM

			Semester Hours
I.	Required Core Courses (12 semester hours):		
	HENU	482 Nutrition Counseling	3
	HENU	580 New Findings in Nutrition	3
	PEMJ	541 Aerobic Exercise: Testing and Programming	3
	PEMJ	543 Anaerobic Exercise: Testing and Programming	3
II.	Elective (3 semester hours):		
	(Must be selected from one of the following or with approval by the graduate advisor.)		
	HENU	585 Food and Nutrition Issues	3
	HENU	560 Advanced Nutrition Counseling for Diverse Population Groups	3

PEMJ	539	Advanced Exercise Physiology	3
PEMJ	540	Applied Exercise Physiology	3
PEMJ	542	Applied Cardiac Rehabilitation	3

HENU graduate course descriptions are listed with the Human Ecology M.A. program and PEMJ graduate course descriptions are listed with the Physical Education M.A. program. Please refer to the index for the page number.

HUMAN ECOLOGY

Undergraduate Course Descriptions

**Semester
Hours**

HENU	482	NUTRITION COUNSELING	3
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This course offers practical experience dealing with the principles of marketing, adult learning, helping skills, assessment, documentation, and evaluation as related to weight control and the role of food in promotion of a healthy life-style. Six hours of clinical experience is required.

Prerequisite: HEED 412 or departmental approval.

OBJECT ORIENTED COMPUTING CERTIFICATE PROGRAM

Certificate Advisor: Dr. Dorothy Deremer

Object Oriented Computing (OOC) integrates C++, JAVA, and UML (Unified Modeling Language) with Rational Rose for an object oriented approach to tasks. The student gains experience with Sun Solaris and Windows making the student more valuable as an employee and education consumer. OOC is three required and sequential graduate computer science courses in the fall (CMPT 505), spring (CMPT 507), and extended pre-session (CMPT 585). The first two courses consider object oriented programming through Java and the last course, Special Topics: Design of Distributed Object-Oriented Systems, considers UML and distributed Java Programming.

ADMISSION REQUIREMENTS

Prerequisites for the program include a B.S. or B.A. from an accredited institution, evidence of precalculus knowledge, and a year of programming experience. Permission from the Computer Science chairperson or graduate advisor is necessary.

REQUIREMENTS FOR THE OBJECT ORIENTED COMPUTING CERTIFICATE PROGRAM

			Semester Hours
Required Courses (11 semester hours):			
CMPT	505	Fundamentals of Computer Science I	4
CMPT	507	Fundamentals of Computer Science III	4
CMPT	585	Topics in Computer Science	3
(When topic is: <i>Design of Distributed Object-Oriented Systems</i>)			

Graduate course descriptions are listed with the Computer Science M.S. program. Please refer to the index for the page number.

PARALEGAL STUDIES CERTIFICATE PROGRAM

Certificate Advisor: Dr. Regina Judge

The Department of Legal Studies offers a Paralegal Studies Certificate Program for post-baccalaureate students which includes a balanced and varied background in the legal fundamentals, appropriate skills, and practical field work experience necessary for employment as a legal assistant. The program develops intellectual and analytical skills, educates students for direct employment opportunities in the paralegal field, and provides additional career possibilities in combination with a student's undergraduate degree.

The Montclair State University Paralegal Studies Program is the first and only program at a state college or university in New Jersey to receive American Bar Association approval. A certificate of completion is awarded to all students who meet program standards, fulfill the 24 credit hours required in the program, and have completed a bachelor's degree. Post-baccalaureate students who meet all course prerequisites may, with departmental permission, substitute up to two graduate Legal Studies courses (at the 500 level) within the Paralegal Studies Program.

By advisement, a student may focus upon one of three optional areas of emphasis in the selection of Group II courses: Legal Information and Technology, Hispanic Perspectives and Patent, Trademark, and Copyright Law. These are informal groupings of courses clustered in accordance with student interests and career goals. A student is not required to take them and they are not formally recorded with the Registrar's Office. The required Paralegal Seminar and Internship course will focus upon the student's area of interest.

ADMISSION REQUIREMENTS

Candidates for admission must have a baccalaureate degree from an accredited college or university.

REQUIREMENTS FOR THE PARALEGAL STUDIES CERTIFICATE PROGRAM

LSLW 200 Introduction to Law is a recommended program prerequisite.

Semester Hours

I. Required Courses (9 semester hours):

LSPR	210	Law and Litigation	3
LSPR	312	Foundations of Legal Research	3
LSPR	362	Legal Writing	3

II.	Choice of 4 of the following (12 semester hours):	
	A. Students must include at least one course from the following group:	
	LSPR 304 Real Estate Law	3
	LSPR 306 Contract Law for Paralegals	3
	LSPR 322 Wills, Trusts, and Probate Law	3
	LSPR 330 Family Law	3
	LSPR 336 Corporations and Partnerships	3
	B. Students may include up to three courses from the following group:	
	LSPR 301 Criminal Law and Procedure	3
	LSPR 305 Immigration Law	3
	LSPR 308 Negotiation, Mediation and Arbitration	3
	LSPR 310 Fundamentals of Patent, Trademark and Copyright Law	3
	LSPR 317 Evidence	3
	LSPR 332 Personal Injury Law	3
	LSPR 339 Computer Applications in the Legal Environment	3
	LSPR 411 Advanced Patent, Trademark and Copyright Law	3
	LSPR 412 Consumer Law	3
	LSPR 420 Advanced Civil Litigation	3
	LSPR 438 Trademark Law	3
	LSPR 441 Advanced Computer Applications in the Legal Environment .	3
	LSPR 450 Law Office Management and Technology	3
	LSPR 460 Advanced Legal Research and Writing	3
	LSPR 499 Selected Topics in Paralegal Studies	3
	C. Students may include one law-related course from the following list:	
	LWL 388 Trial Techniques and Strategies	3
	(open only to undergraduates)	
	LSPR 316 Skills for Bilingual Legal Personnel	3
	(fluency in Spanish required)	
	POLS 321 Law in Society: Criminal Law	3
	(precludes program credit for LSPR 301)	
	D. With departmental permission, seniors and post-baccalaureate students who meet all prerequisites, may include up to two courses at the 500 level from the Legal Studies Department.	
III.	LSPR 497 Paralegal Seminar and Internship	3
	or	
	LSPR 498 Cooperative Education: Paralegal Studies	4-8
	Total Semester Hours for the Program	24-25

Optional Areas of Emphasis:

By advisement, a student may focus upon optional areas of emphasis in the selection of Group II courses. These are informal groupings of courses clustered in accordance with student interests and career goals. A student is not required to take them and they are not formally recorded with the Registrar's office. The required Paralegal Seminar and Internship course will focus upon the student's area of emphasis.

1. Legal Information and Technology (LSPR 339, LSPR 441, LSPR 450)
2. Patent, Trademark, and Copyright Law (LSPR 310, LSPR 411, and LSPR 438)
3. Hispanic Perspectives (Fluency in Spanish required) (LSPR 316 and PSYC 245 or PCOM 245 or SOCI 202)

LEGAL STUDIES

Undergraduate Course Descriptions

Semester Hours

LSPR 210 LAW AND LITIGATION 3

An introduction to the legal system with a focus on the New Jersey court system. Review of substantive areas of law and application of procedural concepts from initiation of a civil lawsuit through entry of judgment. The unique role and function of attorney and paralegal in the process of client interviewing, ethical considerations, investigation and preparation for trial. Drafting of pleadings and other documents used in litigation and trial. Introduction to Law (LSLW 200) is a recommended prerequisite.

LSPR 301 CRIMINAL LAW AND PROCEDURE 3

Legal concepts of criminal law and their application to criminal procedure. Contrast between civil law and criminal law. Study of crimes against persons, property and the public. Searches and seizure, arrest and interrogation. Students may take LSPR 301 or POLS 321, but not both courses as part of the Paralegal Studies program, the Political Science major or the Criminal Justice Minor.

LSPR 304 REAL ESTATE LAW 3

Principles of real estate law and transactions. Contracts, mortgages, surveys, title, RESPA. Conveyances of real property from the standpoint of seller and purchaser. Landlord-tenant relations. Forms and documents utilized by paralegals in real estate law.

LSPR 305 IMMIGRATION LAW 3

Basic overview of Immigration and Nationality Act, as well as historical and sociological perspective of United States Immigration. Practice and procedure of immigration law as it pertains to both administrative agency processing and consular processing. Visa applications, naturalization, citizenship, deportation, exclusion, asylum and refugee practice.

LSPR 306 CONTRACT LAW FOR PARALEGALS 3

Theoretical foundations and practical applications of contract law in the common law tradition as modified by the Uniform Commercial Code. Drafting of contracts. Current developments in computer applications related to contract law. Paralegal Studies Program. Students may take LSPR 306 or BSLW 261 in the Paralegal Studies Program but not both courses.

LSPR 308 NEGOTIATION, MEDIATION AND ARBITRATION 3

An in-depth study of complementary forms of dispute resolution as compared and contrasted with the traditional judicial system. Students study the theoretical background and receive training in mediation, negotiation and arbitration. Students may take LSLW 220 or LSPR 308, but not both courses. Students in the Paralegal Studies Program should take LSPR 308.

LSPR 310 FUNDAMENTALS OF PATENT, TRADEMARK AND COPYRIGHT LAW 3

Substantive principles of patent, trademark and copyright law including categories and standards of patentability, categories of trademarks and categories of copyrightable subject matter. Assignment and licensing of such proprietary rights. Litigation involving acts of infringement including related areas of anti-trust law and unfair competition.

LSPR 312 FOUNDATIONS OF LEGAL RESEARCH 3

Study of principles, methods and applications of legal research. The use of a law library, including case law, statutory law and other sources. The development of legal research skills in the preparation of work in the field of law. Familiarization with computer-assisted legal research.

Prerequisite : Not open to freshmen.

LSPR 316 SKILLS FOR BILINGUAL LEGAL PERSONNEL 3

Translating, interpreting and cultural fluency as applied to the legal field and in particular to the role of bilingual paralegals.

Prerequisite: Fluency in Spanish required.

LSPR 317 EVIDENCE 3

An examination of the basic principles and rules governing trial advocacy in federal and state (NJ) cases. Areas to be examined include: the hearsay rule and its exceptions, examination of witnesses (lay and expert), impeachment, privileges, real and demonstrative evidence, inference, judicial notice and presumptions.

LSPR 322 WILLS, TRUSTS AND PROBATE LAW 3

Basic concepts, practice, and procedure in wills, probate, and trusts. Includes will drafting, estate planning, probate procedures and estate administration. Forms and questionnaires utilized by paralegals in these areas.

LSPR 330 FAMILY LAW 3

Basic concepts of domestic relations law and family law practice. Includes ante-nuptial agreements, formal ties of marriage, separation agreements, and divorce. Familiarization with forms and procedures utilized by paralegals in domestic relations law.

LSPR 332 PERSONAL INJURY LAW 3

Legal concepts and terminology of personal injury law, both substantive and procedural. Negligence, medical malpractice, products liability. Drafting of pleadings and other documents utilized by paralegals in personal injury practice.

Prerequisites: LSPR 210 and 312.

LSPR 336 CORPORATIONS AND PARTNERSHIPS 3

Legal characteristics and tax aspects related to sole proprietorship, partnership, limited partnership and corporation. Formation, operation and dissolution of the corporate entity. Drafting of legal forms utilized by paralegals in these areas.

**LSPR 339 COMPUTER APPLICATIONS IN THE
LEGAL ENVIRONMENT**

3

Applications of computer software in the legal environment. Legal applications of word processing, databases and spreadsheets. Legal software for document generation, document management, financial management, time billing, time and docket management, computer-assisted legal research and information management in the workflow process. *Prerequisites: LSPR 210 and 312. Undergraduates must complete the Computer Science General Education Requirement before taking this course.*

LSPR 362 LEGAL WRITING

3

Application of legal research, method and analysis to legal writing. Students are required to perform various kinds of legal writing assignments and to demonstrate ability to identify legal problems, analyze them based upon the related law and theory, and solve problems with resulting written work product.

Prerequisite: LSPR 312.

**LSPR 411 ADVANCED PATENT, TRADEMARK
AND COPYRIGHT LAW**

3

Procedural principles of patent, trademark and copyright law including prosecution of patent and trademark applications in the United States Patent and Trademark Office, preparation and filing of trademark applications and preparation of applications to register claims to copyright in the United States Copyright Office. Litigation procedures for acts of infringement relating to such proprietary rights.

Prerequisite: LSPR 310.

LSPR 412 CONSUMER LAW

3

This course provides students with the theoretical foundations and practical applications of consumer law. The course utilizes a model and method approach, which presents theory and procedure in a case problem context. The course acquaints students with various traditional legal theories and compares and contrasts them with law as it has evolved to meet new changes in society. Areas to be covered include compulsory disclosure of information, consumer claims and defenses, abusive collective practice, state and federal regulation of the cost of credit and alternative dispute resolution.

LSPR 420 ADVANCED CIVIL LITIGATION

3

Refinement of substantive and procedural principles relating to all stages of a civil law suit from commencement of suit through judgment and appeal as applied in New Jersey. Theoretical foundations and practical applications in the state court system contrasted with the federal court system.

Prerequisite: LSPR 210 and 312.

**LSPR 441 ADVANCED COMPUTER APPLICATIONS IN
THE LEGAL ENVIRONMENT**

3

Applications and operation of computer programs designed specifically to assist in the practice of law or the management of a law office and to provide students with a conceptual basis for evaluation, application and operation of other legal application programs which may become available to students. The course builds upon the background and knowledge acquired in the prerequisite *Computer Applications in the Legal Environment*.

Prerequisites: LSPR 312 and LSPR 339.

LSPR 450 LAW OFFICE MANAGEMENT AND TECHNOLOGY 3

Theoretical foundations and practical applications of law office management and technology. Hands-on and theoretical problems dealing with work product and workflow in the legal environment. Consideration of processes such as legal document management and assembly, case management, database management, human resource management, and technological interfaces with traditional processes.

LSPR 460 ADVANCED LEGAL RESEARCH AND WRITING 3

Refinement of principles and methods of legal research in working with statutes, case law and other legal sources. Application of legal research techniques to practical legal problems. Preparation of more complex legal research projects.

Prerequisites: LSPR 312 and LSPR 362.

LSPR 497 PARALEGAL SEMINAR AND INTERNSHIP 3

Field work experience of 90 hours in a private sector law office, corporation, bank, or public sector agency. Required classroom seminar supplements experiential component and includes discussion of field work experience, ethical considerations and career options.

Prerequisites: LSPR 210, and LSPR 312, and LSPR 362; one legal specialty course; departmental approval.

Prerequisites or Corequisites: 2 legal specialty selected from courses approved within the Paralegal Studies Program or from the approved departmental list.

LSPR 498 COOPERATIVE EDUCATION: 4 - 8
PARALEGAL STUDIES

Academic study integrated with supervised paid employment situation in the legal environment outside of the formal classroom setting. Part-time (20 hours per week) or full-time (40 hours per week). Required classroom seminar supplements experiential component and includes discussion of field work experience, ethical considerations and career options.

Prerequisites: LSPR 210; and 312; and 362; one legal specialty course; departmental approval.

Prerequisites or Corequisites: 2 legal specialty courses selected from courses approved within the Paralegal Studies Program or from the approved departmental list.

LSPR 499 SELECTED TOPICS IN PARALEGAL STUDIES 3

Exploration of a significant area of Paralegal Studies such as administrative law, bankruptcy, environmental law, as well as new and evolving legal areas. The specific topic will be announced each time the course is offered.

PHILOSOPHY FOR CHILDREN CERTIFICATE PROGRAM

Certificate Advisor: Dr. Megan Laverty

Philosophy for Children is an internationally recognized program which focuses on cultivating dialogue, inquiry and good judgment in children and adolescents. The Certificate program is designed especially for teachers who are interested in helping young people become better thinkers. This program of study invites candidates to construct a community of inquiry focusing on key issues relating to democratic pedagogy, curriculum, and cognitive, affective, social and ethical development. It will also assist teachers in transforming their own classrooms into communities of inquiry. Such a transformation represents a new paradigm in teaching and learning one which builds upon, but goes beyond those traditionally on offer.

The Certificate Program in Philosophy for Children offers 15 credits, which count toward the Master of Education degree, and also provides New Jersey teachers a total of 225 hours of professional development applicable to the State requirement. The Certificate program is tailored to fit the professional interests and schedules of practicing teachers. Candidates are asked to select from a range of graduate courses - but only one per semester, on average- covering such key areas as critical thinking, personal and social development, reasoning in science, math and language arts, and values education. Additionally, candidates will take two new courses, over two semesters designed to introduce teachers to the theory and practice of teaching philosophy in the classroom, improving the quality of thinking, and building communities of inquiry. These courses will be held after regular school hours at one or more schools of participating teachers, so that participants can receive consultation from Faculty regarding their practice of Philosophy for Children in their own classrooms, and work together in small groups, reflecting on actual classroom practice.

Montclair State University has been the international home of Philosophy for Children since the inauguration of the Institute for the Advancement of Philosophy for Children (IAPC) thirty years ago. IAPC faculty members have international reputations in philosophy for children and the teaching of thinking, and are at the forefront of teaching and research in these areas. Since 1974, students and scholars from all over the world have made their way to Montclair to study together, under the guidance and direction of this outstanding faculty.

The courses offered as part of the Certificate program will encapsulate professional development at its best, blending together outstanding pedagogy and practice with the opportunity to think about some of education's most interesting and pressing issues, all in an environment of friendly, stimulating collegiality. School districts in and around Montclair have express significant interest in our work, rightly perceiving that it addresses key aspects of the New Jersey Core Curriculum Standards. They have offered to provide support to teachers and schools interested in participating in the Certificate program.

ADMISSION REQUIREMENTS

Applicants to the Certificate Program in Philosophy for Children are required to be certified teachers with at least one year of experience. They should also have a B.A. degree.

REQUIREMENTS FOR THE PHILOSOPHY FOR CHILDREN CERTIFICATE PROGRAM

Students will be required to pass the courses with a grade point average of at least 3.00 and with no more than two course grades below a B-minus.

Required Courses (6 semester hours):

PHLC	501	Teaching Children Philosophical Thinking I	3
PHLC	502	Teaching Children Philosophical Thinking II	3

Elective Courses (9 credits from the following):

Summer (two week, off-campus residential session):

PHLC	508	Teaching Philosophical Reasoning I	2
PHLC	509	Teaching Philosophical Reasoning II	2

Fall/Spring

PHLC	511	Teaching Philosophical Reasoning III	3
PHLC	512	Value Inquiry	3
PHLC	513	Social Inquiry	3
EDFD	522	Pragmatism in Education	3
EDFD	581	Critical Thinking, Community and Self	3

Summer (two week, off-campus residential session)

PHLC	614	Scientific Reasoning	2
PHLC	615	Foundations of Philosophy for Children	2

Total semester hours: 15

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CERTIFICATE PROGRAM

Certificate Advisor: Dr. Longxing Wei

In 1998, the University reorganized its long-standing, successful credit and non-credit English as a second language (ESL) programs within the Center for Language Acquisition, Instruction and Research (CLAIR). The Institute serves as a center for the teaching and learning of languages. CLAIR also provides a venue for the exploration of innovative language teaching formats as well as a site for training of language teachers. CLAIR offers an 18 credit program leading to a Montclair State university certificate in TESOL. This professional certificate program is designed to provide participants with a background in the principles of linguistics and language education along with an understanding of the classroom applications of these principles. These experiences culminate in an ESL teaching practicum in CLAIR or at another appropriate off-campus site. The entire program is designed to be completed in two semesters of full-time study. For more information about the program, please contact the Linguistics Department at (973) 655-4286.

ADMISSION REQUIREMENTS

Students interested in applying for the TESOL Certificate program should contact the Graduate School to request an application. Applicants must submit a graduate application and official transcripts from all colleges and universities attended. International students must also submit an official Test of English as a Foreign Language (TOEFL) score and have their foreign transcripts evaluated by World Education Services.

REQUIREMENTS FOR THE TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CERTIFICATE PROGRAM

			Semester Hours
Required Courses (18 semester hours):			
APLN	500	Language and Linguistics	3
APLN	520	Current Theories of Second language Acquisition	3
APLN	524	Advanced Structure of American English	3
APLN	525	Methodology of Teaching ESL	3
APLN	532	Language and Culture	3
APLN	529	TESL Practicum	3

Graduate course descriptions are listed with the Linguistics program. Please refer to the index for the page number.

TEACHING MIDDLE GRADES MATHEMATICS CERTIFICATE PROGRAM

Certificate Advisor: Dr. Kenneth C. Wolff

The certificate is designed for teachers already certified in a discipline other than mathematics or a closely related field who are either teaching mathematics in the middle grades or preparing for such an assignment. The certificate is offered through the Department of Mathematical Sciences. The program of study increases the mathematical knowledge and related pedagogical skill of middle grades mathematics teachers by providing them with a broad understanding of the fundamental principles that underlie school mathematics while making connections to the mathematics they teach. Teachers who successfully complete the sequence of five courses will be able to make connections across the mathematics curriculum and to other disciplines. Their increased content knowledge and pedagogical skill will result in an observable, enhanced level of enthusiasm and comfort with mathematics, which will in turn foster a deeper understanding and appreciation of mathematics in their students.

ADMISSION REQUIREMENTS

To be admitted to the program applicants must hold a baccalaureate or master's degree from an accredited institution with the equivalent of at least a 2.5 GPA on a four-point scale for the baccalaureate and a teaching certificate. The baccalaureate or masters' degree and the teaching certificate cannot be in mathematics or a closely related field. Also required is a recommendation from the applicant's supervisor.

REQUIREMENTS FOR THE TEACHING MIDDLE GRADES MATHEMATICS CERTIFICATE PROGRAM

			Semester Hours
Required Courses (15 semester hours):			
MATH	505	Number and Operations in the Middle Grades	3
MATH	506	Algebra and Algebraic Thinking in the Middle Grades	3
MATH	507	Geometry for Middle Grade Math Teachers	3
MATH	508	Data Analysis and Probability in the Middle Grades	3
MATH	509	Measurement in the Middle Grades	3

TRANSLATION AND INTERPRETATION IN SPANISH CERTIFICATE PROGRAM

Certificate Advisor: Dr. Pamela Smorkaloff, Acting Director

The Translation and Interpretation in Spanish certificate, offered by the department of Spanish and Italian, provides basic preparation for entry-level translating and interpreting positions in government, telecommunications, the judiciary, the helping professions, business and the arts. Designed for students who have good speaking and writing skills in both English and Spanish, the four-course sequence focuses on the specific skills of translation and interpretation.

The certification examination is given in May when the sequence of courses has been completed. Candidates select the language direction in which they will take the examination - English into Spanish or Spanish into English. Successful candidates receive a certificate in translation in the language direction of their examination.

ADMISSION REQUIREMENTS

Students who have a bachelors degree from an accredited college may obtain an application from the Graduate School, (800) 331-9207. When completing the application, please follow the instructions for professional non-degree students. International students must also submit an official TOEFL score and have their foreign transcripts evaluated by World Education Services.

REQUIREMENTS FOR THE TRANSLATION AND INTERPRETATION IN SPANISH CERTIFICATE PROGRAM

Prerequisite SPAN 141 Fundamentals of Spanish Grammar or equivalent

**Semester
Hours**

Required Courses (12 semester hours):

SPAN	350	Translating I	3
SPAN	351	Translating II	
SPAN	452	Translating III	3
SPAN	450	Introduction to Interpreting	3

SPANISH/ITALIAN
Undergraduate Course Descriptions

Semester
Hours

SPAN 350 TRANSLATING I **3**

Introduction to the techniques of translating Spanish/English and English/Spanish. Students translate actual documents and texts from a wide variety of fields in order to gain experience in methods of analysis, research and verification.

Prerequisite: Special fee.

SPAN 351 TRANSLATING II **3**

A continuation of Translating I. Materials chosen for translation reflect the career interests of the students in the class. Emphasis on professional ethics and the rudiments of translation theory.

Prerequisite: Special fee.

SPAN 452 TRANSLATING III **3**

Under careful supervision, the student will prepare a translation project, usually consisting of the translation of a text of approximately 50 typewritten pages.

Prerequisite: SPAN 350. Special fee.

SPAN 450 INTRODUCTION TO INTERPRETING **3**

This course is designed to teach the student the specialized techniques of oral interpreting and to prepare them for a career in the field. Visits to observe professional interpreters at work will be arranged..

Prerequisite: Special fee.

WATER RESOURCE MANAGEMENT CERTIFICATE PROGRAM

Certificate Advisor: Dr. Duke U. Ophori

The Water Resource Management certificate program, offered by the department of Earth and Environmental Studies, takes advantage of faculty expertise by assembling water-related courses into one coherent program. This certificate will provide an integrated sequence of courses covering drainage basin-scale cycling of water, water contamination, surface and groundwater modeling, and water-related policy and resource management issues.

The certificate program is designed primarily for people employed or seeking employment in a wide array of careers related to water management. These include private environmental engineering and consulting companies; public agencies involved in environmental assessment and regulation enforcement agencies on the federal, state and county levels; manufacturing, transportation, and service industry (both public and private); public and private utilities. The certificate program will provide people already employed in these industries the opportunity to gain new skills directly applicable to their employment.

The required courses are selected to provide students with training in four areas: general surface and ground water hydrology, ground water modeling, drainage basin management (decision-making and policy development) and water quality. The courses will be offered in a sequence that will allow completion of the certificate in one year, provided students enter with the prerequisites required for the certificate course.

ADMISSION REQUIREMENTS

Students must have completed a bachelor's degree that includes a year each of college chemistry, physics and calculus. At least one college course in geology is also desirable. Students must submit a graduate application and official transcript(s) from all colleges/universities attended. The certificate advisor, who will ascertain whether the student has sufficient background to succeed in the required coursework, must interview students who do not meet the prerequisite criteria. Students may apply to start the program in the fall or spring semester.

REQUIREMENTS FOR THE WATER RESOURCE MANAGEMENT CERTIFICATE PROGRAM

			Semester Hours
Required Courses:			
GEOS	452	Geohydrology	3
GEOS	454	Environmental Geochemistry	3
GEOS	509	Water Resource Management	3
GEOS	552	Groundwater Modeling	4

EARTH AND ENVIRONMENTAL STUDIES

Undergraduate Course Descriptions

Semester
Hours

GEOS 452 GEOHYDROLOGY

3

The study of ground-water with particular emphasis given to its mode of migration, chemistry and relation to the geographic environment. Particular attention is given to Darcy's law, soil porosity, soil permeability and the ability to withdraw water for human consumption. Water pollutants and salt water incursions are investigated. Spatial distributions are analyzed and the processes examined. Cross listed with Earth and Environmental Studies, ENVR 452.

Prerequisites: GEOS 112, or 252, or ENVR 252. Special fee.

GEOS 454 ENVIRONMENTAL GEOCHEMISTRY

3

Chemical principles and methods applied to the study of interactions among lithosphere, hydrosphere and atmosphere. Topics such as water pollution, waste disposal and human impact on global geochemical cycles will be discussed. Laboratory will stress the measurement of chemical properties related to water and soil quality as well as computer modeling of chemical transport in porous media.

Prerequisites: GEOS 112 and CHEM 121. Special fee.

Graduate course descriptions are listed with the Geoscience M.S. program. Please refer to the index for the page number.



TEACHER EDUCATION CERTIFICATION PROGRAMS

Dean: Ada Beth Cutler, Ed.D.

Director, Center of Pedagogy: Cynthia S. Onore, Ph.D.

Certification Officer: Cynthia S. Onore, Ph.D.

Director, Teacher Education Admissions: Linda Gonzalez, M.A.

A student with a baccalaureate degree may pursue a New Jersey teaching certificate and a fully certified teacher may obtain additional teaching field endorsements or advanced certification by attending Montclair State University.

Montclair State's Teacher Education Program has a number of distinctive features. The Center of Pedagogy oversees teacher education functions including a network of partner schools which provides real world settings for students to complete their field experiences with a programmatic emphasis on teaching for critical thinking. The Program was awarded the *Christa McAuliffe Showcase for Excellence* award by the American Association of State Colleges and Universities for its collaboration with public schools and in 2002 was awarded the American Association for Colleges of Teacher Education Best Practice Award in Support of Diversity. It is a member of the National Network for Educational Renewal and the National Education Association's National Center for Innovation. The commitment of the faculty in the Teacher Education Program is to the enculturation of students into a political and social democracy, the moral dimensions of teaching, as well as competence and knowledge both in pedagogy and the content to be taught.

General questions about certification programs at Montclair State should be directed to Director, Teacher Education Admission, (973) 655-4139.

Requirements for certification are subject to change by the New Jersey Department of Education regulation and university policy. Students should consult with their advisors on a regular basis.

For information regarding the Ed.D. in Pedagogy, see Doctoral Programs.

Initial Instructional Certificates

At Montclair State University, those who hold a bachelor's or master's degree and who wish to gain their first teaching certificate are offered two graduate programs:

A. *Post-baccalaureate Initial Instructional Certification Program* - In this program, students who have strong academic preparation in the subject they wish to teach are required to complete approximately 30 semester hours of professional education courses and field work including student teaching. After filing an application to the Program, candidates' academic backgrounds are assessed by faculty; additional course work in the subject they wish to teach may be required. These courses may be taken concurrently with the course work in professional education, but must be completed prior to student teaching.

B. *Master of Arts in Teaching (M.A.T.) Program* - Students who wish to obtain a master's degree and teacher certification simultaneously may consider this program, which requires additional graduate level courses. By carefully planning their schedules, students in the M.A.T. program may be able to obtain certification before the completion of the master's degree. Course requirements and admission requirements for all M.A.T. programs, with the exception of Early Childhood (Preschool-3) and Elementary Education (K-8), are outlined in this catalog under the Department of Curriculum and Teaching. Course requirements for the M.A.T. in Early Childhood (P-3) and Elementary Education (K-8) are outlined in this catalog under the Department of Early Childhood, Elementary and Literacy Education.

Candidates for admission to the M.A.T. programs must file an Application for Graduate/Post Baccalaureate Admission to the Graduate School, including all supporting materials by February 15 to be considered for Summer/Fall admission or by September 15 for Spring admission. An undergraduate grade point average (GPA) of at least 2.70 overall, and in the teaching field is required, along with qualifying scores on the general Graduate Record Exam. A higher GPA in the teaching field may be required by some departments.

In addition, applicants to the M.A.T. and Post Baccalaureate Programs are required to take the appropriate Praxis II Subject Assessment test, prior to being admitted into the Program. Full matriculation requires passing the Praxis. Candidates who do not pass the Praxis but meet all other admissions requirements will be admitted conditionally and limited to 12 graduate credits until they submit passing scores for the appropriate Praxis examination. In addition to transcripts and GRE and Praxis II scores, two recommendations from school or college faculty, or administrators, must be submitted. It is expected that students will be able to demonstrate proficiency in the use of the English language.

Those who wish to prepare for special education (teacher of the handicapped certification) are required to take up to 15 semester hours of course work in addition to the 30-47 semester hours required for the M.A. T. The program for special education focuses on children with mild to moderate learning disabilities. Candidates for the TESL program (Teacher of English as a Second Language) must also satisfy the requirements for a linguistics major which may add 36 semester hours to their programs.

Upon successful completion of the Post-baccalaureate Initial Instructional Certification Program or the M.A.T. program, students are recommended to the New Jersey Department of Education for a teaching certificate. Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed certification programs (except the teacher of the handicapped program) must successfully complete an induction program of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey instructional certificate.

In order to receive recommendation by the University for certification, students must have successfully passed the required Praxis II Subject Assessment Test, and complete the program with a minimum GPA of 2.75. They will then receive a "Certificate of Eligibility With Advanced Standing" which authorizes the holder to seek and accept offers of employment in New Jersey schools. The certificate is valid for the lifetime of its holder. Students interested in teaching outside of New Jersey should seek information from the

appropriate state authorities. United State citizenship is required for New Jersey certification. A temporary, non-citizen certificate may be available to those who will become U.S. citizens.

As reported under Title II of the Higher Education Act, 98% of students who completed Montclair State University's programs for initial teacher certification in AY 2001-2002 passed the Praxis test. A summary of the Title II report can be found at the end of this section.

Additional and Advanced Certificates

Students already holding teaching certificates may apply to the University to take coursework leading to additional endorsements or advanced certificates. They are not eligible for the Master of Arts in Teaching (M.A.T.) program. However, other education-related master's programs are available and are described elsewhere in this catalog.

POST BACCALAUREATE INITIAL INSTRUCTIONAL CERTIFICATION PROGRAM

Coordinator: Linda Gonzalez, M.A., Chapin Hall 103

Program Goals and Admissions Criteria

In selecting students for the post-baccalaureate Initial Instructional Certification Program, Montclair State University uses criteria which are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our Program to possess. The *Portrait of a Teacher* outlined below is a model toward which students in the Program strive. In making decisions on acceptance to the Program, faculty consider such criteria as GPA, knowledge of content of major area of study, commitment to teaching and its varied responsibilities and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will achieve the goals inherent in the *Portrait of a Teacher*.

Portrait of a Teacher

The Montclair State University community is committed to the continuing development of teachers who exemplify the character, dispositions and habits of mind reflected in this portrait. They:

- a. continue to inquire into the nature of teaching and learning and reflect upon their own learning and professional practice.
- b. believe in the educability of all children and seek to ensure equal learning opportunities for every student.
- c. possess the literacy, critical thinking and technology abilities associated with the concept of an educated person and are committed to lifelong learning. They speak and write English fluently and communicate clearly.
- d. have content knowledge which includes a strong sense of the concepts, purposes and intellectual processes associated with the discipline they will teach.
- e. understand the effects of human development on the learning of children, adolescents and adults and are committed to providing a nurturing and caring environment for all students.

- f. possess the skills and dispositions necessary to establish a classroom environment that stimulates critical thinking and inquiry.
- g. understand principles of democracy and plan instruction to promote critical reflection on the ideals, values and practices of democratic citizenship.
- h. understand and are committed to the moral, ethical and enculturating responsibilities of those who work in the school.
- i. model respect for individual differences and an appreciation of the basic worth of each individual. They plan instruction and assessment with sensitivity to issues of class, gender, race, ethnicity, sexual orientation, age and special needs, and work to foster an appreciation of diversity among students and co-workers.
- j. are committed to their role as stewards of renewal and best practice in the schools and they possess the interpersonal skills and dispositions to work cooperatively and collaboratively with colleagues.
- k. are willing to explore a career in a variety of settings-urban, suburban and rural.

Criteria for Retention in Program

Students who are accepted to the Program are evaluated periodically. Please review the *Teacher Education Handbook* to determine criteria used to determine eligibility for student teaching and the University's recommendation for certification. By New Jersey Department of Education regulation and University policy, teacher education students in most majors must pass the PRAXIS II: Subject Assessment Test. Consult the bulletin board outside Chapin 103 to determine which test you must take.

Admission Procedures

Admission to the post-baccalaureate Initial Instructional Certification Program at Montclair State University is a two-step process. Candidates must file an Application for Graduate/Post-Baccalaureate Admission including all supporting materials, by **February 15** to be considered for Summer/Fall admission or by **September 15** for Spring admission. Applications are available in the Graduate School, room 203, College Hall. Applicants are required to take the appropriate Praxis II Subject Assessment test, prior to being admitted into the Program. Full matriculation requires passing the Praxis. Candidates who do not pass the Praxis but meet all other admissions requirements will be admitted conditionally and limited to 12 graduate credits until they submit passing scores for the appropriate Praxis examination. In addition to transcripts and Praxis II scores, two recommendations from school or college faculty, or administrators, must be submitted. After the deadline, a preliminary review of the student's credentials is conducted to ascertain that the undergraduate cumulative grade point average, and the average in the teaching field, are at least 2.50. (In some departments the required average in the teaching field may be higher.) Candidates for Early Childhood (P-3) and Elementary Education (K-8) should note that their credentials must include evidence of substantial and meaningful experience with groups of children over time or equivalent. Students are then notified by mail about the second step in the admissions process, which may include interviews (by faculty advisors and/or admission committee), writing samples, and portfolio review/audition.

All students should note that admission to the University to take courses does not guarantee admission to the Program, and that any courses taken prior to admission to the Program are taken at the student's own risk. Students admitted to the Program

receive official work programs of studies with their letters of acceptance, which outline the courses they are required to take to complete the Program.

Initial Instructional Certificates Course Requirements

[for all programs except Early Childhood (P-3) or Elementary Education (K-8)]

- A. Prerequisites:
It is expected that students in the Program will be able to demonstrate proficiency in the use of the English language. In addition, their academic backgrounds should include at least 60 semester hours of general education, distributed among the arts, humanities, mathematics, science, technology and the social sciences. Those students who have not had a course in human biology or health must successfully complete an examination in physiology and hygiene.

**Semester
Hours**

- B. Social Behavioral Science Component
PSYC 101 General Psychology I: Growth and Development 3
PSYC 200 Educational Psychology
OR
PSYC 560 Advanced Educational Psychology 3
Human and Intercultural Relations Elective 3
- C. Professional Education Component
CURR 599 Curricular and Social Dynamics of Schooling 3
EDFD 520 Development of Educational Thought 3
A course in teaching reading 3
CURR 5__ Educational Elective 3
A course in teaching for critical thinking 3
Major Departmental Methods Course(s) 2 - 4 min.
CURR 500 Fieldwork in Education 2
("Field Experiences Application" must be filed with the Center of Pedagogy before enrolling in this course. Deadlines apply, refer to E. below.)

- D. Teaching Field Requirements
Course requirements in teaching field (major) to be determined by departmental advisor.

- E. Professional Semester
Note: To be eligible for professional (student teaching) semester, students must pass pre-student teaching retention review by the Teacher Education Program. All teaching field and professional education courses must be successfully completed with a 2.75 GPA (minimum) overall, in teaching field, and in professional education courses. (Some departments require a higher GPA in the teaching field. Consult department advisor.) See Teacher Education Handbook for additional retention criteria. In addition, a timely "Field Experiences Application" must have been filed with the Center of Pedagogy. Field Experiences Applications must be filed according to the deadlines of October 1 for the Spring semester and March 1 for the fall semester. There is a separate application and specific requirements for "In-Service Student Teaching." Applications are available in the Teacher Education Admissions office, Chapin Hall 103. These applications must also be filed with the Center of Pedagogy by October 1 for the Spring semester, and by March

1 for the fall semester.

CURR	511	Supervised Student Teaching	
		OR	
CURR	514-5	In-Service Supervised Graduate Student Teaching I, II	8
CURR	502	Seminar in Professional Education	1
CURR	528	Teaching for Learning	3
		Departmental (major) Seminar (if required)	1

**Initial Instructional Certificates Course Requirements
for Early Childhood (P-3) or Elementary Education (K-8)
(Students must select one of these programs)**

A. Prerequisites:

It is expected that students in the Program will be able to demonstrate proficiency in the use of the English language. In addition, their academic backgrounds should include a course in general psychology, two semesters of Child Development, and at least 60 semester hours of general education distributed among the arts, humanities, mathematics, science, technology and the social sciences. Those students who have not had a course in human biology or health must successfully complete an examination in physiology and hygiene.

**Semester
Hours**

B. Core Courses (9 semester hours):

ECEL	501	Models of Early Childhood and Elementary Education	3
ECEL	518	Families, Communities and Schools: Diversity, Culture, and Democracy	3
READ	500	The Nature of Reading	3

C. Content/Methods (Select one course):

MATH	577	Mathematics Education in the Elementary Schools	3
ECEL	516	Social Studies and the Arts: Understanding Democracy in Elementary Classrooms	3
ECEL	517	Integrating Science and Technology in Early Childhood and Elementary Classrooms	3

D. Professional Semester (12-13 semester hours)

ECEL	528	Early Childhood Development and Learning (required for P-3 only)	3
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OR

ECEL	522	Curriculum Development and Assessment in Diverse Elementary Classrooms (required for K-8 only)	3
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AND

ECEL	510	Clinical Experience I in Inclusive Early Childhood and Elementary Settings	2
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ECEL	511	Clinical Experience II in Inclusive Early Childhood and Elementary Settings	5
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OR

CURR	514	In-Service Supervised Graduate Teaching I	4
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CURR	515	In-Service Supervised Graduate Teaching II	4
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(CURR 514/515 replaces ECEL 510/511 for those in full-time teaching positions.)

Course work is available in the following certification areas:

INSTRUCTIONAL CERTIFICATES:

Art
Biological Science
Elementary School Teacher
Earth Science
English
French
Health Education
Home Economics Education
Italian
Latin
Mathematics
Music
Physical Education
Physical Science
Psychology
Reading (only available as additional certification)
Social Studies
Spanish
Teacher of English as a Second Language
Teacher of Preschool Through Grade 3
Teacher of the Handicapped

ADMINISTRATIVE CERTIFICATES:

Principal
School Business Administrator
Supervisor

EDUCATIONAL SERVICES CERTIFICATES:

Associate Educational Media Specialist
Educational Media Specialist
Learning Disabilities Teacher-Consultant
Reading Specialist
School Psychologist
Speech Language Specialist*
Student Personnel Services
Substance Awareness Coordinator

** Available only to students in MA program leading to Speech Language Specialist certification*

EDUCATIONAL PLACEMENT

The Center of Pedagogy offers an educational placement service for students completing a certification program. Students may register for this service; further information can be obtained from the Center, (973) 655-4262.

Title II Report Summary 2001-2002

As reported to the NJ Department of Education under Title II of the Higher Education Act as the "summary pass rate", **98%** of students who completed Montclair State University's programs for initial teacher certification in AY 2001-2002 passed the PRAXIS test required for licensure by the state of New Jersey. For comparison, the statewide summary pass rate is 98%. An aggregate pass rate of 97% was calculated for the academic content areas (math, English, biology etc.).

The percentages of students who passed the individual ("single") PRAXIS assessments are as follows (the statewide pass rate for each is in parentheses):

art:	100	(98)
English language, literature & composition:	96	(96)
elementary education: content knowledge:	100	(99)
health & physical education: content knowledge:	100	(100)
mathematics:	92	(93)
music:	100	(98)
physical education:	100	(100)
social studies:	93	(94)

The following information about the teacher preparation program at Montclair State University in AY 2001-2002 was also reported under Title II:

Total number of students enrolled in teacher preparation programs:	1078
Average number of students enrolled in student teaching experiences:	174
Average number of full-time faculty appointed in professional education who supervised student teachers:	11
Average number of faculty appointed part-time in professional education and full-time in the institution who supervised student teachers:	35
Average number of faculty appointed part-time in professional education, not otherwise employed by the institution, who supervised student teachers:	58
Total average number of supervising faculty:	108
Student/faculty ratio:	1.4 : 1.

The average number of hours per week in student teaching was 35 hours. The total number of weeks required is 15, for a total of 525 hours of student teaching. The program is approved by the NJ Department of Education.

The full Title II report may be obtained from the Center of Pedagogy.

APPENDIX OF ALPHA COURSE CODES

This appendix identifies each school and department/special program at Montclair State University, the academic subject areas and the alpha codes used as a prefix to each course number. This enables the student to locate the course, its description and prerequisites.

College of Education and Human Services

Center of Pedagogy

Pedagogy	EDCO
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Counseling, Human Development and Educational Leadership

Counseling, Human Services and Guidance	COUN
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Educational Administration	ELAD
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Curriculum and Teaching

Curriculum and Teaching	CURR
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Educational Media	MEDI
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Special Education	SPED
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Early Childhood, Elementary, and Literacy Education

Early Childhood and Elementary Education	ECEL
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Early Childhood Special Education	ECSE
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Reading	READ
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Educational Foundations

Educational Foundations	EDFD
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Educational Research	ELRS
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Health Professions, Physical Education, Recreation and Leisure Studies

Health Professions	HLTH
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Physical Education/Major	PEMJ
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Human Ecology

Human Ecology	HECO
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Human Ecology/Education	HEED
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Human Ecology/Family	HEFM
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Human Ecology/Nutrition	HENU
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College of Humanities and Social Sciences

Anthropology

Anthropology	ANTH
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Anthropology/Practical	PRAN
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Classics and General Humanities

Classics/Latin	LATN
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General Humanities	GNHU
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Communication Sciences and Disorders

Communication Sciences and Disorders	CS&D
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English

English	ENGL
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English/Literature	ENLT
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English/Writing	ENWR
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French, German, and Russian

French	FREN
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<i>History</i>	
History	HIST
<i>Legal Studies</i>	
Legal Studies/Law	LSLW
Legal Studies/Paralegal	LSPR
<i>Linguistics</i>	
Applied Linguistics	APLN
<i>Psychology</i>	
Psychology	PSYC
<i>Sociology</i>	
Sociology	SOCI
<i>Spanish/Italian</i>	
Spanish	SPAN

College of Science and Mathematics

<i>Biology and Molecular Biology</i>	
Biology	BIOL
<i>Chemistry and Biochemistry</i>	
Chemistry	CHEM
<i>Computer Science</i>	
Computer Science	CMPT
<i>Earth and Environmental Studies</i>	
Environmental Studies	ENVR
Geoscience	GEOS
Marine Sciences	PHMS
Urban & Geographic Studies	EUGS
<i>Environmental Education—New Jersey School of Conservation</i>	
Conservation/Field Studies	CNFS
<i>Mathematical Sciences</i>	
Mathematics	MATH
Statistics	STAT

School of the Arts

<i>Art and Design</i>	
Art/Ceramics	ARCE
Art/Drawing	ARDW
Art/Education	ARED
Art/Fibers	ARFI
Art/Film Making	ARFM
Art/Graphic Design	ARGD
Art/General Studies	ARGS
Art/History	ARHS
Art/Metalwork and Jewelry	ARMJ
Art/Painting	ARPA
Art/Papermaking	ARPG

Art/Photography	ARPH
Art/Printmaking	ARPM
Art/Sculpture	ARSC
Art/Studio	ARST
Art/Therapy	ARTH
<i>Broadcasting</i>	
Broadcasting	BDCS
<i>Communication Studies</i>	
Speech Communication	SPCM
<i>Music</i>	
Music/Applied	MUAP
Music/Education	MUED
Music/History	MUHS
Music/Performance	MUPR
Music/Technology	MUTC
Music/Theory/Composition	MUCP
Music/Therapy	MUTH
<i>Theatre and Dance</i>	
Theatre	THTR
School of Business	
<i>Accounting, Law and Taxation</i>	
Accounting	ACCT
Business Law	BSLW
<i>Economics and Finance</i>	
Economics	ECON
Finance	FINC
<i>Information and Decision Sciences</i>	
Information and Decision Sciences	INFO
<i>Management</i>	
Management	MGMT
<i>Marketing</i>	
International Business	INBS
Marketing	MKTG
Special Programs	
Institute for the Advancement of Philosophy for Children	
Philosophy for Children	PHLC

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Dickson Hall 331 7953

Dickson Hall 126 7500

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McEachern Hall 09 5268

McEachern Hall 48 7221

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Dickson Hall 229 7381

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Life Hall 231C 7471

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4351

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7166

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7335

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7335

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4446

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7295

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4397

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6947

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5409

Chapin Hall 211B

6850

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5407

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7326

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4452

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7088

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7115

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4124

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4172

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5174

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5135

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5146

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5174

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Partridge Hall 316	4174
Partridge Hall 416	5255
Partridge Hall 344	4269
Partridge Hall 351	4280
Partridge Hall 458	4254
Chapin Hall 005	4262
Richardson Hall 354	5140
Dickson Hall 102	4419
Speech Building 119	4232
Life Hall 055B	7471
Richardson Hall 304	4166

Chapin Hall 317	5175
Chapin Hall 218	5187
Mallory Hall 253	4448
Chapin Hall 206	5170

Finley Hall 210	5407
Dickson Hall 467	4249
Calcia Hall 110	7295
Dickson Hall 125	4283
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Dickson Hall 428	5261
Finley Hall 111	4171

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 Green State University; B.S., University of Day-
 ton

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Directions to campus

Montclair State University is on Valley Road and Normal Avenue, Upper Montclair, N.J. one mile south of the junction of Routes 3 and 46.

By Car From:

Bloomfield Avenue, Montclair: North on Valley Road, 3.3 miles to Normal Avenue light, turn left.

Route 46 (East and West): Valley Road, Montclair exit (at Route 3 junction), south for approximately one mile to Normal Avenue light, turn right.

Route 3: Valley Road, Montclair exit (at Route 46 junction), south for approximately one mile to Normal Avenue light, turn right.

Garden State Parkway North: Exit 153B (left lane) to Route 3 West to Valley Road, Montclair exit, south one mile to Normal Avenue light, turn right.

Garden State Parkway South: Exit 154 to Route 46 West, to Valley Road, Montclair exit, south one mile to Normal Avenue light, turn right.

New Jersey Turnpike: Exit 16W to Route 3 West, Valley Road, Montclair exit, south one mile to Normal Avenue light, turn right. Motorists traveling on the Turnpike south of Exit 11 may exit there to Garden State Parkway North.

Lincoln Tunnel: Follow to Route 3 West.

George Washington Bridge: Route 80 West to Garden State Parkway South.

By Public Transportation* From:

New York City (by train): Take PATH Service to Hoboken, transfer to NJ Transit Boonton Line, and get off at Montclair Heights Station at southwest corner of campus. *(Service available only on weekdays in the afternoon and evening.)*

New York City (by bus): DeCamp Bus No. 66 leaves from the Port Authority Bus Terminal; get off at Mt. Hebron and Valley Roads, turn right (north) on Valley Road, and walk one block to the Normal Avenue traffic light, then turn left to campus entrance.

Newark: NJ Transit Bus No. 28 originates at Macy's, Washington and Hill Streets, and terminates its run on campus.

Paterson: NJ Transit Bus No. 72 originates at Broadway Terminal, Paterson, and goes to Broad Street, Bloomfield. Change to No. 28 at Bloomfield Center.

The Oranges: Take One Bus Co. No. 44 to Main and Day Streets in Orange. Connect to NJ Transit Bus No. 92 to Glenwood and Bloomfield Avenues. Change to NJ Transit Bus No. 28.

Passaic: NJ Transit Bus No. 705 originates at Main Street and Passaic Avenue in Passaic and travels through Clifton to Montclair State University.

Wayne: NJ Transit Bus No. 704 originates at Willowbrook Mall and travels to Montclair State University.

* Schedules subject to change without notice.

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Upper Montclair, NJ
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- FACULTY AND STAFF
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- RESIDENT STUDENT
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- SERVICE
- RED HAWK PARKING DECK



UPPER MONTCLAIR, NJ

MONTCLAIR STATE UNIVERSITY - SITE PLAN

UNIVERSITY	NAME	UNIVERSITY	NAME	UNIVERSITY	NAME	UNIVERSITY	NAME
1	ADAMS	11	ADAMS	21	ADAMS	31	ADAMS
2	ADAMS	12	ADAMS	22	ADAMS	32	ADAMS
3	ADAMS	13	ADAMS	23	ADAMS	33	ADAMS
4	ADAMS	14	ADAMS	24	ADAMS	34	ADAMS
5	ADAMS	15	ADAMS	25	ADAMS	35	ADAMS
6	ADAMS	16	ADAMS	26	ADAMS	36	ADAMS
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8	ADAMS	18	ADAMS	28	ADAMS	38	ADAMS
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70	ADAMS	80	ADAMS	90	ADAMS	100	ADAMS

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